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The Catholic High School: A National Portrait

A project of the
National Catholic Educational Association

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Acknowledgements

THE CATHOLIC HIGH SCHOOL: A NATIONAL PORTRAIT is first and foremost the result of the dedication and long hours of work by the principals of the 910 high schools who responded to our survey in September 1983. These wonderful women and men prepared and submitted the data that have made the composite portrait possible. They were generous, and anxious to be as accurate as possible. On many occasions, hand written notes accompanied their returned surveys. They revealed an enthusiasm for youth that is not often expressed in such an open fashion. Individually and collectively, they taught us much while urging us forward on our task. We are grateful to them and exceedingly proud of the daily contribution they make to the American high school experience.

No study can be undertaken without funds to support it. We have been twice blessed by being assured from the start of sufficient funding and of continual interest in our work. Dr. Edward J. Meade, Jr., not only conveyed the interest of the Ford Foundation but added much expertise to critical decisions that arose as we progressed. His professional approach as a colleague in our work has shown us that large foundations do have a personal side.

This study has plowed much new ground. The Ford Foundation has been constantly supportive as we uncovered new areas. Some of our initial plan had to be revised as we progressed. The Foundation continues to support our work on Part 2 of the study.

Mr. Richard Reuscher of the St. Marys Catholic Foundation helped us to obtain funding for the publication and distribution of this report. His commitment illustrates the great help that Catholic foundations can be in promoting the educational mission of the Church on the elementary and secondary school levels.

Dr. Anthony S. Bryk, Dr. Terry A. Clark, Dr. Sally B. Kilgore, and Mr. Michael O'Keefe joined us at the very beginning of our project to bring outside professional expertise and critique. They have been most helpful in pushing us to think through new aspects of the project that were not readily apparent to us. Their meetings provided a dynamic for which we will always be grateful. Their diverse backgrounds made for provocative and stimulating discussions in which varied perspectives surfaced for our consideration.

Our critical reactors are listed in Appendix A. They are quite numerous—and fulfilled many diverse roles. All of them were generous with their time and forthright in their comments. It is the spirit of people like these who demonstrate anew the tremendous dedication which so many bring to the education of our Catholic youth. Each and every critic made us very proud to be a part of the Catholic school community.

The Honorable T. H. Bell graciously penned the Preface during the closing days of his tenure as U.S. Secretary of Education. We are grateful for his continued interest in and commitment to American private education.

Many staff members at NCEA and Search Institute have been active in this work. Msgr. John F. Meyers, President of the National Catholic Educational Association, has offered us his full support throughout this project, especially through his initial letter inviting active participation of principals. Msgr. Francis X. Barrett of the Chief Administrators of Catholic Education/NCEA encouraged many superintendents in our initial survey. Kathleen Robinson was the Washington administrative secretary.

Search Institute was contracted to collaborate with NCEA in conducting this research project, including developing the survey instrument, analyzing the results, and producing the written manuscript. Dorothy L. Williams served as project manager. In this role, she coordinated the development of the survey instrument, wrote several of the chapters, and served as the primary manuscript editor. Phillip K. Wood designed, organized, and managed the statistical analysis, with Richard L. Gordon assisting. Janice E. Mills directed almost daily communications between Search Institute and NCEA, and produced typed copy of all drafts of this report. Carolyn Elkin provided assistance at every step of the project, including instrumentation, chapter development, and editing. Michael J. Donahue, Joseph E. Erickson, and Elizabeth S. Holman were also instrumental in developing the final manuscript, including drafting chapters, designing the exhibits, conducting background research, and editing.

The final text was edited by Roberta Kaplan, a gracious lady with great precision in the use of words. Her work greatly enhanced the final manuscript. Edward Scott and William Van Wie devoted untold hours to the technical tasks of production.

We deeply appreciate the combined effort of all these people. Whatever credit this book receives should reflect on each of our colleagues. If there are errors or omissions, they can only be attributed to us.

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WASHINGTON, D.C.
DECEMBER 1984

Preface

During my tenure as Secretary of Education, we have witnessed a renewed interest in education in our country. Following the publication of *A Nation at Risk*, the support for educational reform blossomed and educational excellence is once again a goal for every student in America.

Over the years, Catholic schools have stood as a pillar in the structure of quality education offering hope to all children from many backgrounds and many faiths. However, what do we really know about these important schools?

Within the Department of Education, the National Center for Education Statistics (with the assistance of my Executive Assistant for Private Education) gathers data on all private elementary and secondary schools, including those run under the auspices of the Catholic Church. However, this is primarily basic enrollment data necessary for the Federal Government to plan effective educational policy. More in-depth information is needed, yet long overdue.

Although some recent studies of Catholic education have received national attention, much more needs to be done. James Coleman's 1981 study of public and private schools indicated that private schools are uniquely capable of providing a quality education to a diverse student population. This finding prompted Dr. Coleman to suggest that Catholic schools more closely reach the ideal of the "common school" than other schools in our Nation.

This major NCEA study of American Catholic Secondary Education builds on the existing data and research in important ways. It provides a picture of Catholic secondary schools which has not previously existed. It tells the Catholic story, describing the individuals who are dedicated to these schools: the teachers, the parents, the administrators, and the students. It provides some insight into the operation of these schools, suggesting possible reasons why Catholic schools can provide a quality education at a modest cost. But it is still not enough. More research by the National Institute of Education, the National Catholic Educational Association, and other organizations is surely needed.

I believe that many educators have been unaware of the tremendous contribution of Catholic schools. The Council for American Private Education and the Department recently recognized approximately 30 Catholic high schools for their excellence under the Exemplary Secondary School Project. This important message can only inspire other educators to strive for excellence in the teaching of America's high school students. The following portrait of Catholic secondary schools is an important part of this research effort which will lead to greater understanding of Catholic schools and their contribution to excellence in all of American education.

T. H. Bell
Secretary
U.S. Department of Education

DECEMBER 1984

The Authors

Robert J. Yeager, project director for *Catholic Secondary Schools: Their Impact on Students from Low Income Families,* is currently Vice President for Development of the National Catholic Educational Association. His multifaceted position calls on him to conduct development efforts for the Association, and also to direct a national training symposium in development issues for members from local institutions and parishes.

He was previously Executive Director of the Secondary School Department/NCEA after completing high school principalships for 15 years in the Diocese of Toledo, Ohio.

Dr. Yeager is the author of *Pastors Development Newsletter,* an NCEA project to inform and encourage American pastors to use development techniques. The newsletter, published four times a year, is sponsored by the Fr. Michael J. McGivney Fund for New Initiatives in Catholic Education. He also directs the annual NCEA development symposium held in conjunction with the NCEA convention.

Peter L. Benson serves as principal investigator for this project. At Search Institute, a not-for-profit research and program development firm located in Minneapolis, he served as Director of Research from 1982–1984, and, beginning in 1985, is President. With graduate degrees in religion from Yale and social psychology from the University of Denver, Dr. Benson taught at the University level from 1973–1978. He is author of *Religion on Capitol Hill: Myths and Realities* (Harper & Row, 1982) and numerous articles in the fields of religion, psychology, and education. His most recent research, in addition to several collaborative projects with NCEA on Catholic schools, is in the areas of adolescent chemical use, the development of sex-roles, and the connection between personal religious belief and social behavior.

Michael J. Guerra, associate project director of the project is Executive Director of the Secondary School Department of the National Catholic Educational Association.

Mr. Guerra served as Vice President and President of the Secondary School Department between 1974 and 1979. He was the first lay person to hold a departmental presidency. During this period he acted as Vice Chairman of the Board of Directors of the National Catholic Educational Association.

Before joining the NCEA staff, Mr. Guerra was employed by Loyola School in New York City as Mathematics teacher, department chairman and Headmaster. He was the first lay headmaster of an American Jesuit school. While living in New York, he served as Director of Nativity Mission Community Center and a trustee of the Esperanza Housing Corporation.

Mr. Guerra holds academic degrees from St. Peter's College and Teacher's College of Columbia University.

Bruno V. Manno, program coordinator of this project, is Director of Research and In-Service Programs for the National Catholic Educational Association. As Director of In-Service Programs he works with dioceses, Catholic colleges and universities, and other groups in organizing and/or conducting staff development seminars for Catholic schools and Religious Education/CCD personnel, As Director of Research, he has several responsibilities including the collection, analysis, and publication of the national enrollment, staffing, and financial studies done by NCEA of Catholic elementary and secondary schools. Both responsibilities also involve working with the larger private and public educational sectors on the local, state, and national levels. With advanced degrees from the University of Dayton and Boston College, he began working with the NCEA in August, 1981, after a post-doctoral research leave from the University of Dayton in Australia and at the University of Chicago.

Project Team

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Introduction

Catholic high schools are a significant force in American secondary education. They enroll about two-thirds of all non-public high school students and about six percent of all high school students in the United States—almost a million of the country's 15 million 9th to 12th grade students. Nearly 1,500 Catholic high schools are spread across the United States, influencing the educational climate in every state and every major city. Because of their influence and their prevalence, they need to be known and understood by educators, policy-makers, parents, and others who care about education.

The time is right for a comprehensive study of Catholic high schools. The 1980s represent a crucial decade as Catholic high schools try to come to terms with hard financial realities, the increasing presence of laity in administrative and teaching positions, and a rapidly changing society that has led some to question the mission and purpose of educational institutions. It is also a decade in which federal and state policies toward non-public education are being reviewed. Tuition tax credits, vouchers, and government aid for non-public school programs are currently under debate in a number of legislative agencies. It is a time of decision-making for leaders inside the Catholic school community as well as for those outside it—decision-making that requires a systematic understanding of the nature and scope of Catholic high schools.

Much concern about the shape of American secondary education, both public and non-public, is being expressed at the present time. High schools are on trial. Their critics include the National Commission on Excellence in Education, created in 1981 by the United States Department of Education to study the quality of education in America. The blue-ribbon panel opened its 1983 report, *A Nation at Risk: The Imperative for Education Reform,* with these words:

> Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. . . . We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments.[1]

This indictment of American schooling has been echoed by a series of other recent projects. In 1983, for example, the Carnegie Foundation for the Advancement of Teaching released *High School: A Report on Secondary Education in America.*[2] Written by former U.S. Commissioner of Education Ernest L. Boyer, this report offers a systematic evaluation of public high school curricula, teachers, students, and classrooms. Like *A Nation At Risk,* it discusses mediocrity and searches for models and examples of effective schooling.

The public eye, then, is on high schools. Though these recent national reports speak mostly about public schools, there are implications for Catholic schools. Certainly these national reports have made Catholic educators more self-conscious about the nature and dynamics of secondary education and the need for a systematic evaluation of Catholic schools against guidelines and suggestions offered by *A Nation At Risk* and *High School.* The recent indictments of schools have created a widespread preoccupation with locating and studying schools that work. Not surprisingly—at least to those in Catholic schools—some turn out to be Catholic high schools.[3] These observational and ethnographic reports fuel a new interest in discerning how Catholic high schools function and why some of them are particularly effective.

Purposes

For a variety of reasons, then, new interest in Catholic high schools has emerged. In 1983, the National Catholic Educational Association (NCEA) launched a major study to create additional knowledge about high schools, knowledge needed to accommodate the information needs arising in the Catholic, larger non-public, and public sectors.

Funded by the Ford Foundation, the project has two parts. Part I, begun in early 1983, was designed to create a national composite view of the resources, programs, facilities, personnel, and policies of Catholic high schools. Based on in-depth surveys of high school principals, Part I gives special scrutiny to how Catholic schools vary by gender composition (coed vs. single sex), size, governance (i.e., parochial, interparochial, private, diocesan) and percentage of students from low-income families. *The Catholic High School: A National Portrait* describes the major findings and themes in this Part I survey of principles.

Part II of this project will be completed in late 1985. It will assess how Catholic high schools influence students in the areas of academics, life skills, values, and faith. By addressing these four areas, the study will evaluate how well the Catholic high school achieves its dual mission—to deliver a quality academic experience and to stimulate growth in values and faith consistent with the Catholic tradition. Part II's special focus is on 100 schools that serve substantial numbers of students from low-income families. Both teachers and students will be surveyed to assess student outcomes and to provide perspective on school programs, climate, and resources. This information will be integrated with data from the Part I survey of principals to identify features of schools that are particularly effective in promoting student growth. A full report on Part II will be available in early 1986.

The Catholic High School: A National Portrait was designed to have practical utility. Some of the aspirations for it are that it will:

- Expand Catholic school administrators' knowledge of alternatives for planning, development, and academic programs;
- Increase Catholic educators' understanding of the specific contexts, problems, and needs of schools that serve students from low-income families;
- Provide a resource that can be used at the college level in training secondary school teachers and administrators;
- Guide policy-makers in developing national strategies for strengthening Catholic schools;
- Assist local schools in systematically evaluating school life (by comparing local conditions to this national portrait);
- Raise consciousness about specific challenges facing Catholic high schools;
- Assist the American public and public school educators in gaining greater understanding of Catholic schools and the role they play in American education; and

- Assist individual Catholic schools in locating other schools that have developed outstanding and effective programs in areas where these individual schools want to improve.

The National Portrait

The information about Catholic high schools presented in this report has four salient characteristics.

It is unique and extensive. No such study has ever been undertaken before. In September, 1983, a 56-page survey book was mailed to the head administrator at each of the 1,464 Catholic high schools in the United States Exhibit 0.1 outlines the 14 sections of the survey and gives the number of questions asked in each section. In all, each principal was asked for 1,063 pieces of information about his or her school.

It is quantitative. Social organizations like schools can and should be studied in a variety of ways. Both quantitative and qualitative data are needed to document fully the nature and

EXHIBIT 0.1. Content of the Catholic High School Principals' Survey

Content Area	Number of Questions
School Administration – operating authority; religious status, age, education, race of administrators· administrative practices; administrators' goals	96
Teachers –religious status, age, education, race of teachers; conditions of work; compensation; employment and evaluation practices	123
Students – race; socio-economic status; criteria for awarding aid; post-graduation destinations; conditions of special need	119
Academic and Co – Curricular Programs – course offerings; special programs; standardized tests; co-curricular activities	121
Religious Education – religious status of teachers of religion and of religion department chair; in-school religious activities, service programs, retreats; attention to church social teachings	94
Computer Use – number and kind of equipment; administrative uses; instructional uses	39
School Standards – criteria for admission; standards of conduct; seriousness of behavior problems; penalties for rule infractions	93
Facilities, Resources, and Location -- age, nature, and use of facilities; list of facilities; nature of surrounding area; distance from students' homes	100
School Climate – attendance at school events, frequency of meetings; estimate of sense of community and other climate-related details	39
Parent Involvement – nature of parents' organization; parent activities; volunteer activities; parents' goals	44
Development and Finance – sources of income; operating expenses; tuition policies; development personnel; development activities	47
Governance and External Relationships – composition and activity of school board; final decision-making power; cooperative arrangements with other schools; federally financed programs	71
Five-Year Trends – increase, decrease, or stable condition of 26 factors in high school life	26
Needs and Achievements – principals' ratings of their school's work in 45 areas of school life	51
Total number of questions	**1,063**

scope of schools. Quantitative data include facts, numbers, and percentages. Qualitative data include more sensory data, such as the impressions that come from experiencing a school with one's eyes and ears. This report is based primarily on quantitative data. It gives useful and needed information about Catholic schools. However, there is still much to be learned about Catholic high schools from qualitative data, some of which will be gathered in Part II of the project.

It builds on previous research. This is not, of course, the first investigation of Catholic high schools' programs, people, and policies. For 15 years, NCEA has published statistical reports on Catholic secondary schools.[4] Based on information provided by diocesan offices, these reports chronicle trends in enrollment size, student background characteristics, and the relative numbers of lay and religious teachers. The recent work of Bruce Cooper at Fordham University has added new insights about the changing demography of Catholic and other non-public schools.[5] In 1972, Otto Kraushaar published a major investigation of American non-public schools.[6] At that time, it was the most comprehensive description available of Catholic and other non-public schools. Because it included elementary schools in its design and did not present findings separately for high schools, this work is not particularly germane to defining the universe of Catholic high schools.

The account of Catholic schools written by Harold Buetow in 1970 adds a critical historical dimension to an understanding of Catholic education.[7] Andrew Greeley and his colleagues at the National Opinion Research Center in Chicago have produced several of the most extensive and useful studies of Catholic schools.[8] They have focused primarily on the effects of Catholic education, an issue more germane to Part II of this present project.

The federal government recently funded two important quantitative studies of American high schools. *The Private High School Today* compares Catholic and other non-public schools on a number of program and policy dimensions.[9] A second, more controversial study was released in 1983. In *High School Achievement: Public, Catholic and Private Schools Compared,* Coleman, Hoffer, and Kilgore compared educational outcomes in public and non-public schools.[10] The authors concluded that Catholic high schools outperform public high schools, even when controls were made for differences in student background characteristics. Other investigators, who have reanalyzed the data, have disputed this contention.[11] In addition to its focus on outcomes, the Coleman study provides some useful descriptive information on Catholic high school students and programs. Building on the Coleman report, Greeley *(Catholic High Schools and Minority Students)*[12] and Bryk et al. *(Effective Catholic Schools: An Exploration)*[13] have added to the collective understanding of Catholic high schools.

An important research legacy already exists. Each of these studies has helped to define the issues addressed in the present project, and each has given direction to interpreting and explaining the massive amount of information collected and reported in this volume. *The Catholic High School: A National Portrait* builds on these studies and moves beyond them in several distinctive ways. In its effort to define what Catholic schools are and what they do, it looks more deeply at a wider range of topics than any of its predecessors. The sample of schools studied is much larger, making it possible to see how Catholic schools vary by subgroups (e.g., enrollment size, region, percentage of low-income students, and ownership). *A National Portrait* presents, for the first time, benchmark data on many heretofore-unexplored school characteristics. These benchmarks will help educators take stock of the condition of Catholic schools now. They also provide a baseline for monitoring how schools change in the coming years.

It is based on a broad, national sample of Catholic high schools. All 1,464 Catholic high school principals were invited to complete the 56-page survey, and 910 completed it, for a 62 percent response rate.

Do the 910 adequately represent all American Catholic high schools? There are several ways to address this question. Exhibit 0.2 shows how the 910 participating schools compare to the profile of all Catholic high schools compiled by NCEA on the basis of 1982-1983 diocesan reports. Looked at in this way, the sample of 910 closely matches the total population of 1,464. In January, 1984, a short form of the survey was sent to the 558 non-participating schools.[14] Two hundred fifty-nine completed the short form. There was a close match be-

EXHIBIT 0.2: Characteristics of the Catholic High School Sample

		1983 Survey of Principals (*N*=910)	1983-1984 Report on U.S. Catholic High Schools* (*N*=1,464)
Region	% New England	8	9
	% Mideast	27	29
	% Great Lakes	24	21
	% Plains	12	11
	% Southeast	13	13
	% West/Far West	17	17
Ownership	% Single Parish	13	15
	% Inter-Parish	7	11
	% Diocesan	39	36
	% Private	41	39
Enrollment Size	% Under 300	27	31
	% 300-500	24	22
	% 501-750	20	21
	% 751-1000	16	13
	% Over 1000	13	13
Minority Students	% Black	7.1	7.2
	% Hispanic	7.9	7.2
	% Asian	2.3	1.5
	% American Indian	.3	.4
Non-Catholic Students	% Non-Catholic	11.1	11.2

*Based on 1983-1984 NCEA report, "U.S. Catholic Elementary and Secondary Schools."

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tween the 910 and these 259 on all survey questions. The remaining question is whether the 299 schools that completed neither the original survey nor the short form are somehow different. We cannot be sure. But a combination of anecdotal and archival evidence from these 299 suggests that they are proportionately distributed across region, size, and governance categories. Overall, the evidence at hand suggests that the findings in this report represent, to a considerable extent, all American Catholic high schools.

Organization and Explanations

Chapters 2-12 of this report give a composite view of Catholic high schools, with each chapter focusing on a particular aspect of school life. Chapters 13-15 look at how school characteristics vary as a function of percentage of low-income students (chapter 13), gender composition (chapter 14), and operating authority (chapter 15). Chapters 1 and 16 are more thematic and interpretive.

Additional information can be found in the appendices. Appendix A lists consultants to the project. Appendix B includes the survey instrument used in this study, the instructions given to participants for how to complete the survey, and national summary data based on all 910 school reports. Appendix C provides, for each of a series of educational areas, a list of Catholic high schools that report having made significant achievements. Appendix D gives procedures for obtaining additional information about the data used in this report and lists other project publications.

Each chapter of the report begins with "Highlights" that summarize—without prioritizing—particularly significant findings. Each chapter concludes with a "Comment" section, which contains reflections on the content. Chapter "Notes" follow the report and include references and technical explanations of some data.

This report uses various exhibits, lists and tables to summarize the survey results. The symbol "Q" occurring in headings and other identifiers of statistical data refers to the survey question on which the data is based. For example, Q7.14 refers to the 14th question in section 7 of the survey, printed in Appendix B: "Does your school have a written statement of standards for student behavior (discipline)?" In addition to the full wording of the question, one will find in Appendix B a summary of responses to the question.

Two other abbreviations are used throughout the report, because they occur frequently in the summaries of data. "CHS" refers to Catholic high school(s), and "PHS" refers to Public high school(s).

Some percentages in the report do not sum to 100 because of rounding.

Catholic high schools occasionally are divided into subcategories to describe how schools vary by key demographic factors. The categories most frequently used in this report are listed below.

Region[15]

New England:	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mideast:	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes:	Illinois, Indiana, Michigan, Ohio, Wisconsin
Plains:	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast:	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
West/ Far West:	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Operating Authority

Diocesan:	Administration is under the control of the diocesan office of education
Parochial:	Administration is the responsibility of a single parish
Interparochial:	Administration is shared by two or more parishes
Private:	Administration is the responsibility of a religious order or private corporation

Size (based on total 9th-12th grade enrollment)

Under 300 students
300–500
501–750
751–1,000
Over 1,000

Gender Composition

Coeducational
Single Sex (girls', boys')

A word about form and style. The writers' priorities for this report are, first, that it be accurate, and second, that it be accessible and understandable to audiences beyond the academic and scientific community. The material should neither overwhelm readers with technical detail nor leave them without the information they need. These objectives have shaped the presentation of the findings and the format of the text. Extensive footnotes and technical explanations are placed at the end of the report.

To fulfill its purpose, the report must speak to principals of Catholic high schools, leaders of the Church, teachers and those who prepare them for work in Catholic high schools, parents, community leaders and other interested in Catholic education. The usefulness of the project, in the end, does not depend on the work to date—the breadth of conceptualization, the thoroughness of the data collection, the care in data analysis, the concern for clarity in report writing. None of that is useful unless the information is read, understood, and translated into insight and action that will strengthen American Catholic high schools.

CHAPTER 1

The Nature of Catholic High Schools: Patterns of Commonality and Diversity

Highlights

Catholic high schools can be defined by both their similarities and their diversity.

The common core which binds Catholic high schools together includes:

- a common mission in the areas of academic excellence, faith development, and sense of community
- academic, co-curricular, and religious activities designed to further the mission
- a climate that combines caring with discipline
- staff and students who are predominately Catholic

Within the context of this common core, schools vary considerably in teacher characteristics, student characteristics, location, governance, programs, and financial and development resources.

Many people have tried to define the essential nature of Catholic schools—to explore "what makes a school Catholic."[1] Some have sought a theological answer to the question of what Catholic schools have in common. They have attempted to define schools in terms of their place in the Church or their religious mission. Others seek a sociological answer, attempting to understand Catholic schools by placing them in a larger cultural and historical context.

This chapter presents a different approach. Out of the 1,063 bits of information gathered on each high school, the elements that most Catholic high schools have in common are first identified. These elements are then combined into a small set that summarizes the characteristics shared by most schools. Similarly, school characteristics on which there is wide variation are identified. This provides a way to define diversity within the Catholic high school community.

Patterns of Commonality

The points of commonality in Catholic high schools can be summarized in four major categories: mission, programs, climate, and people. These are somewhat overlapping distinctions. Mission, for example, is made evident in programs and climate. Climate can include the values and commitments present in staff and students. Yet the four categories bring a needed degree of parsimony to the task of summarizing a broad array of shared characteristics. Discussion of these categories requires information that is presented in other chapters of this report. A certain amount of duplication is inevitable in making the patterns clear.

MISSION

The survey provides strong evidence that the values of academic excellence, faith development, and sense of community permeate the shared life of the vast majority of high schools. These values are reflected in a variety of ways—in the goals espoused by administrators, in student requirements, in religious activities, in school programming, and in how decisions are made about expenditures. Academic excellence, faith, and community are thus not merely ideals; real, visible efforts are made to reach them. Ideals, of course, are rarely met. What matters most about them is that they energize and direct the flow of activity in Catholic high schools.

Academic excellence. The commitment to academic rigor is evidenced in a number of ways. Most principals, when asked to rank order 14 educational goals, place high value on "to develop critical thinking skills" and "to prepare students for college" (Q1.38). On the contrary fewer than one percent place high value on "to prepare students for the labor market." This finding, when combined with a number of other survey results, indicates that the overwhelming majority of Catholic high schools direct their finite financial resources into traditional academic areas rather than vocational or business programs. Consistent with this is the finding that, on the average, 80 percent of seniors in Catholic high schools in 1982-1983 were enrolled in a college-preparatory program, compared to 10 percent in vocational-business-technical programs and 9 percent in a general program. Furthermore, Catholic high schools, on the average, send 83 percent of their graduating seniors on to institutions of higher education (Q3.36).[2]

The value placed on academic excellence is visible also among both students and teachers, according to principals' perceptions. Principals were asked to indicate how accurately each of four characteristics "describes your school." Ninety-five percent of principals affirm that their students are expected to do homework, and 92 percent say that teachers constantly press students to do their best work. Almost 80 percent say that students place a high priority on learning, and only 17 percent say that teachers find it difficult to motivate students.

In responding to the survey, principals affirmed their strong commitment to an academic program. A recent study of a representative sample of Catholic high school teachers yields comparable results.[3] As viewed by principals, students in Catholic high schools tend to have motivations and values that mesh with the school's emphasis on academic pursuits, and teachers in most schools encourage such student attitudes. Academic excellence in Catholic schools is a shared ideal. This widely-shared emphasis on the importance of academic work is probably a very significant factor in accounting for the relatively high degree of academic achievement evidenced in Catholic high schools.[4]. Additional evidence that academic excellence is a priority in Catholic high schools can be found in chapter 4 and in the section on programs in this chapter.

Faith Development. Faith and its many expressions are central in nearly all Catholic high schools. Walking into a Catholic high school anywhere in America, one would see this emphasis symbolized. Eighty-five percent of schools have a chapel. In 81 percent, the Blessed Sacrament is available for visits by students and teachers. Ninety-six percent have a department of religion. An observer would also notice the school's religious dimension in public address announcements about religious activities or events, student newspapers, and displays of religious art or artifacts in hallways and classrooms.

These observations tell part of the story. The religious emphasis can also be seen in the following school policies, activities, and characteristics, as perceived by principals:

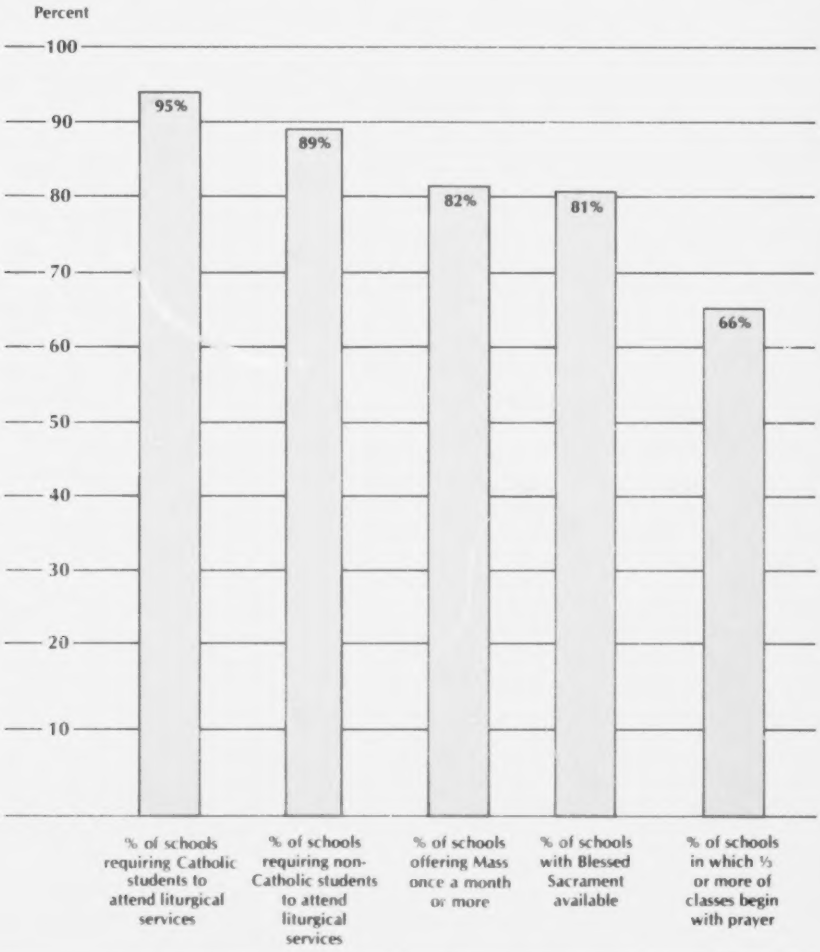
Religious emphasis in Catholic high schools

Principals ranking "to foster spiritual development" as a top educational goal (Q1.38)[5]	77%
Schools in which the budget for religious celebrations and retreats is given priority (Q5.21)	89
Schools that demonstrate "as much concern for faith development as for academic and social development" (Q5.21)	99

Schools that take evidence of candidate's commitment to faith and to the value system of the Church into consideration when selecting new teachers (Q5.21)	94
Schools in which "most teachers seek to witness to the Christian faith" (Q5.21)	98
Schools providing, on at least a yearly basis, inservice training for faculty on the school's religious mission (Q5.22)	78
Schools providing retreat or reflection opportunities for all high school teachers to worship and pray together (Q5.23)	78

Individuals differ on their understanding of the purpose or goal of faith. Some believe that the ultimate goal of the religious life is to establish a close personal relationship between self and God. Others believe that the aim of faith is to love and promote social justice. The former is sometimes labeled a vertical approach to religion, and the latter is sometimes labeled horizontal. The central symbol of the Christian church, the cross, is frequently used to symbolize these two themes—the upright of the cross symbolizing the vertical individual-to-God relationship and the crossbar symbolizing the horizontal person-to-person relationship. The orthodox Christian message customarily delivered is that one does not have the cross—that is, the full message that Christianity is intended to deliver—unless one focuses attention on *both* relationship with God and relationship with others.

EXHIBIT 1.1: Expressions of Vertical Religion in Catholic High Schools



The Catholic High School: A National Portrait
NCEA, 1985

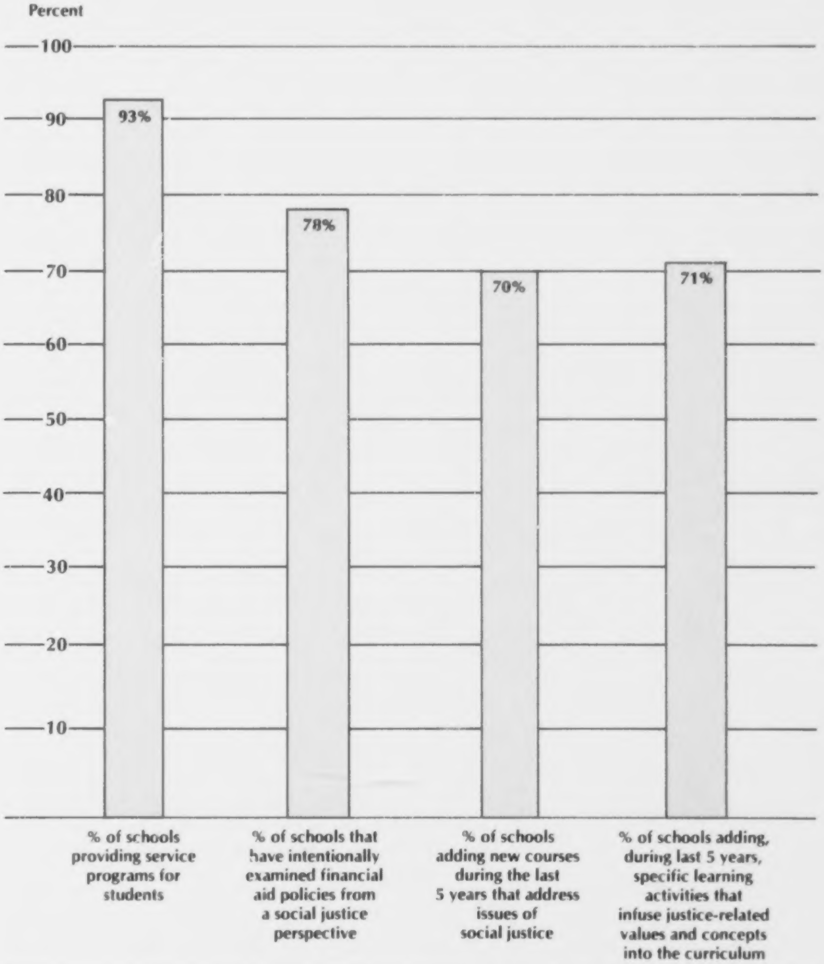
Based on Q5.11-5.14 and Q5.17

Most Catholic high schools embrace religion in both its vertical and horizontal dimensions. While Catholic high schools certainly vary in terms of the predominant dimension, there is evidence that most schools acknowledge both. Exhibit 1.1 shows percentages for a set of vertical expressions, and Exhibit 1.2 shows the incidence of horizontal expressions. Note that requirements for religious participation are nearly as prevalent for non-Catholics as for Catholics; 89 percent of schools require non-Catholic students to attend liturgical services.

Sense of Community. Most Catholic high schools seek to build a sense of community, and most claim that a considerable degree of community exists. Catholic schools share a theology about this concept. A sense of community, which might be defined as a caring, nurturing, trusting posture among community members, is an ideal form of human interaction; in Catholic theology it is a model for which parishes, schools, and other social units should strive. It is in community that one learns that one is cared for and learns how to give to others.

Eighty-seven percent of high school principals place "building community among faculty, students, and parents" as one of their top seven educational goals (out of a list of 14). This goal is ranked first or second by more principals than any other goal in the list. Based on principals' estimates, ninety-six percent of Catholic high schools experience a "high sense of community" (Q9.9). Furthermore, 70 percent or more of principals rate their school as *outstanding* or *quite good* on two dimensions of community:

EXHIBIT 1.2: Expressions of Horizontal Religion in Catholic High Schools



The Catholic High School:
A National Portrait
NCEA, 1985

Based on Q5.18 and Q5.30

"Building a sense of community among students and staff" (Q14.21) and
"Creating a caring and benevolent school environment" (Q14.38).

Community, then, is valued in most Catholic high schools, and most have found ways to foster it. In a 1984 survey titled "The Beliefs and Values of Teachers in Catholic High Schools," 70 percent of Catholic high school teachers claim they place high value on "helping promote a sense of community within my school," and 77 percent claim that a sense of community is characteristic of their school.[6]

Academic emphasis, faith, and community—these three appear to be part of most Catholic high schools' mission, and in most high schools there is evidence that the mission is being pursued successfully. This is not meant to imply that Catholic schools are doing all they can to achieve their mission. The key points are that a common mission is widely shared among Catholic high schools, and it is visible in the way in which schools go about their work.

PROGRAMS

Mission, then, is one area Catholic schools have in common. Another is programs. Most Catholic high schools offer academic and co-curricular programs designed to meet academic, religious, and community goals.

Exhibit 1.3 lists some of the academic and non-academic programs offered by 75 percent or more of high schools. These are grouped into three areas: commitment to academic excellence, commitment to faith development, and commitment to community.

Chapter 4 discusses academic programs in the Catholic high school. It shows that the percentages listed under Commitment to Academic Excellence in Exhibit 1.3 are higher than for other kinds of high schools. How schools design their program to bring about community was not a focus of the survey. Perhaps this value is transmitted largely in informal and interpersonal ways. Retreats for students may be one avenue schools use to build community. Athletic events, musical concerts, religious celebrations, and dramatic events which, in many schools,

EXHIBIT 1.3: Programs Offered by 75 Percent (or more) of Catholic High Schools

Commitment to Academic Excellence	
% offering calculus	80
% offering third year Spanish	83
% offering third year French	76
% requiring one year or more of mathematics	95
% requiring one year or more of science	90
% with academic honor societies	95
Commitment to Faith	
% requiring two years or more of religion courses	89
% requiring Catholic students to take eight or more courses in religion	81
% requiring non-Catholic students to take eight or more courses in religion	75
% offering co-curricular religious activities	91
% offering course in morality	99
% offering course in sacraments	98
% offering course in doctrine	96
% offering course in church history	84
Commitment to Community	
% offering retreats for 12th graders	94
% offering retreats for 9th graders	78

The Catholic High School:
A National Portrait
NCEA, 1985

Based on Q4.1, Q4.10, Q5.8, Q5.11, and Q5.15

attract large numbers of staff and students, may be other avenues (see chapter 6 for more detailed findings on attendance at school-wide events).

SCHOOL CLIMATE

School climate is an elusive construct. Some definitions propose that it includes the dimensions of shared values, norms for behavior, control and freedom, community, degree of structure, and morale. Some of these have to do with the affective environment in a school and others with the values and norms of a school. So defined, climate overlaps with mission and program. We have already shown that institutional commitment to academics, faith, and community are common in Catholic schools. Findings on other dimensions of climate are presented below (chapter 6 discusses dimensions of school climate in detail.)

The figures below show the percentages of Catholic high schools that are characterized by each of four dimensions, based on judgments provided by principals.

Dimensions of school climate

	% of schools whose principal reports that characteristic is true
Morale	
"Teacher morale is high" (Q9.11)	90%
Student morale is high (Q9.1)[7]	84%
Discipline	
"Discipline is a strong emphasis at this school" (Q9.11)	84%
School has a written statement of standards for student behavior (Q7.14)	100%
"Deviation by students from school rules is not tolerated" (Q9.11)	89%
Structure	
"The school day for most students is very structured" (Q9.11)	82%
"The classroom environment for most students is very structured" (Q9.11)	78%
"The school environment is very open" (Q9.11)	2%
Order	
Average classroom teacher devotes only "a little" or "no time" to establishing order (Q9.10)	86%
School has rules about student dress (Q7.19)	99%
Students prohibited from leaving school or school grounds during school day (Q7.19)	93%
Absenteeism is a serious problem in school (Q7.17)	3%
Cutting class is a serious problem in school (Q7.17)	2%

Three of these—discipline, structure, and order—reinforce the stereotype of Catholic schools as being restrictive. Although some educators are cautious about too much structure and order, a certain degree of both correlates with student achievement.[8] The element of control in Catholic high schools needs to be placed in broader perspective. As noted earlier, Catholic high schools are also characterized by a sense of community and by high staff and student morale. Thus it might be said the schools blend nurture with control. The combination is important, for nurture and control together create a much stronger learning and growing environment than either nurture or control alone. There is a parallel in the literature on the family. It indicates that parents who blend control and nurturance/affection produce greater competence in children than parents who practice control without nurture or nurture without control.[9]

PEOPLE

The fourth area which characterizes Catholic high schools has to do with characteristics of the major groups involved with them.

1. *Catholic high schools are populated predominantly by Catholics.*
   - 99 percent of schools have a Catholic principal (Q1.5).
   - 95 percent of all administrators are Catholic (Q1.11).
   - 86 percent of all full-time teachers are Catholic (Q2.3).
   - 85 percent of all part-time teachers are Catholic (Q2.3).
   - 89 percent of all students are Catholic (Q3.6).

   One common characteristic of people in the schools, then, is a shared religious heritage. In nearly all high schools, the vast majority of staff and students claim a Catholic identity. It is an important factor in explaining the sense of community.

2. *Teachers and administrators are highly qualified.*
   - 97 percent of Catholic high schools are led by a principal who has earned a graduate degree (Q1.7).
   - 79 percent of all Catholic high school administrators (principal and other administrative staff) have a graduate degree (Q1.13).
   - 99 percent of full-time teachers hold at least a Bachelors degree, and 52 percent hold a graduate degree (Q2.6).
   - On the average, 88 percent of teachers in a Catholic high school are certified or certifiable by a state education agency (Q2.10).

3. *Parents are involved in school life.*
   - 84 percent of schools have a parents' organization (Q10.1).
   - 90 percent of schools make use of parent volunteers (Q10.6).

   Though most high schools report that they would like to involve parents in school life more successfully, parents are, nonetheless, significant partners in nearly all Catholic high schools (see chapter 10 for more information on parents' involvement in schools).

4. *Principals affirm a shared commitment to academic work.*
   - The number one school goal for parents, according to principals' estimates, is to prepare students for college (Q10.11).
   - In 79 percent of high schools, "students place a high priority on learning" (Q9.11).
   - Most Catholic high schools use academic performance as one of the criteria for admitting students (Q7.5).
   - In 92 percent of schools, principals claim that "teachers constantly press students to do their very best" (Q9.11).

What, then, is the common core that binds Catholic high schools together? This survey of principals suggests that most Catholic high schools share a common mission (academic excellence, faith development, and sense of community), provide programs designed to meet those goals, create a climate that combines caring with order, and attract people who are competent and who share common values and a common heritage.

Patterns of Diversity

Catholic high schools can be defined by their similarities. They can also be defined by their diversity. Diversity comes in three forms.

First, there are schools that stand apart from the prevailing tendencies described earlier. While most schools, for example, emphasize a rigorous academic curriculum, some have a special mission to provide a general or vocational education for non-college-bound students. While most schools have primarily Catholic teachers serving Catholic students, some have a majority of non-Catholic teachers. A few schools (about 3% of the total) have a majority of non-Catholic students.

Second, many Catholic high schools also adopt a special mission to serve a particular kind of student. Out of the 910 schools included in this project, there are:

- 5 schools in which a majority of students are Asian.
- 3 schools in which a majority of students are Native American.
- 36 schools in which a majority of students are Black. In four of these, all students are Black.
- 46 schools in which a majority of students are Hispanic.
- 24 schools in which a majority of students come from families whose income is below the federal poverty line.

This listing illustrates not only the diversity of Catholic schools but also the variety of ways in which Catholic education is serving diverse populations.

Third, diversity among Catholic high schools is reflected predominantly in the characteristics in which there is more variation than commonality. These characteristics can be grouped into the areas of teachers, students, governance, social context, programs, and development and finance. Examples of diversity in each category are listed below.

TEACHERS

- Twenty-five percent of Catholic high schools have no full-time teachers who are women religious (i.e., sisters). However, in 21 percent, more than one-fourth of the teachers are women religious.
- As chapter 3 points out, teacher turnover is considerable in Catholic high schools. The rates, while usually high, vary considerably. In 43 percent of the schools, fewer than 25 percent of full-time teachers have been on staff for two years or less. However, in 22 percent, more than 40 percent of the full-time teachers have been on staff two years or less.
- Change in the number of professional staff over the past five years also varies among Catholic high schools (Q13.11). In 26 percent, the faculty has decreased in number since 1978. In 31 percent of schools, the number of faculty members has remained stable, and in 43 percent, it has increased.

STUDENTS

- Fifty-seven percent of high schools have a student body that is racially homogeneous; 10 percent or less of their students are members of a minority. Twenty-five percent of the schools have a student body that is more than 20 percent minority.
- Thirty-seven percent of schools accept all students who apply for admission. Twenty-one percent reject at least one out of every five applicants.
- Fifty-six percent of schools are coeducational. Twenty-six percent enroll girls only; 18 percent enroll boys only.
- Since 1978, in 27 percent of schools, average class size has decreased; in 53 percent, class size has stayed about the same, and in 20 percent of schools, average class size has increased (Q13.1).
- Since 1978, 38 percent of the high schools have experienced an enrollment decline, and 36 percent have experienced an enrollment increase (Q13.2).

GOVERNANCE

- Thirty-nine percent of high schools are diocesan, 20 percent are parochial, and 41 percent are private (Q1.1).
- Almost one-third of parochial schools report a poverty-level enrollment of more than 10 percent.

SOCIAL CONTEXT

- Twenty-eight percent of high schools are located in cities or towns with a population under 50,000. Thirty percent are in metropolitan areas with a population of a million or more (Q8.24).
- Thirty-six percent of schools are located in a suburb (Q8.25) and 52 percent are "inside the limits of a city with two or more suburbs" (Q8.26).
- Size of high school enrollment varies as follows:

Under 300 students	27%
300–500	24
501–750	20
751–1,000	16
Over 1,000	13

- Forty percent of high schools are within one mile of a college or university.

SPECIAL PROGRAMS

- Forty-nine percent of schools provide or arrange for a service or program for gifted and talented students. Fifty-one percent do not.
- Forty-six percent of schools offer off-campus service projects for credit. Fifty-four percent do not.
- Forty-two percent of schools have a foreign exchange program. Fifty-eight percent do not.

DEVELOPMENT AND FINANCE

- In 1982-1983, about one-third of Catholic high schools received subsidies of $100,000 or more from parishes, orders, or other religious organizations. About one-third received no subsidies.
- Fifty-five percent of high schools have a development office; 45 percent do not (Q11.20).
- Forty-nine percent of schools have a director of public relations; 51 percent do not (Q11.26).

These, then, are some of the characteristics in which Catholic high schools vary. It is not unreasonable to suggest that each and every high school has a unique combination of student body characteristics, teacher characteristics, social environment, and resources. It can be said, then, that no two Catholic high schools are the same. Each has its own unique mixture of possibilities and challenges.

Comment

The two themes developed in this chapter lead to the conclusion that Catholic high schools have common qualities that make them similar, if not unified, in mission and perspective, and enough diversity to conclude that there are many kinds of Catholic high schools. Each school is distinct, yet each is still Catholic. Each school is Catholic, yet each carries out its mission in a special way.

The recognition of the dual nature of Catholic high schools is important for several reasons. First, it suggests that Catholic high schools are effective in adapting to the idiosyncrasies of setting and place without sacrificing the ideals of academic excellence, faith development, and community. Accordingly, diversity is not a threat to carrying out the special mission of Catholic schools, as some might fear. It serves as an important corrective to those who tend to place Catholic schools in a single, stereotyped category.

CHAPTER 2

Students

Highlights

The average Catholic high school has 568 students.

Nationally, 52 percent of Catholic high school students are female, 48 percent are male.

Nationally, 11 percent of Catholic high school students are non-Catholic.

Hispanics are the largest minority group population in Catholic high schools.

Catholic high schools enroll a larger percentage of Hispanic students than do public high schools.

The estimated national percentage of Catholic high school students who are minority (Native American, Asian, Hispanic, Black) is 17.7 percent, as compared to an 18.8 figure for per school average.

Income distribution among Catholic high school families is similar to the income distribution among families nationally, with Catholic high schools slightly underrepresented at the extremes (under $10,000, over $50,000) of the income distribution.

Almost 13 percent of students in the average Catholic high school receive some financial aid. The average award is about $517.

The average financial aid award decreases as school size increases.

A number of important investigations have preceded this study of Catholic high schools. Each of them has contributed in some important way to a more complete understanding of Catholic schools—their aims, their structures, their academic offerings, and the achievement levels of some of the students they have produced. Persons familiar with these studies will find that this present study has repeated parts of each of these earlier studies, but that it also extends into new areas and combines information in new ways. Three of these earlier reports which are frequently cited in this report are:

- *High School Achievement: Public, Catholic, and Private Schools Compared,* by Coleman, Hoffer, and Kilgore.[1] This study, published in 1982, examined the status of public, Catholic, and private schools in 1980.

- *The Private High School Today* by Abramowitz and Stackhouse.[2] This study, conducted in the late 1970s, explored the similarities and differences between Catholic and other private high schools.
- The National Catholic Educational Association's databank. It publishes annual statistical reports on Catholic schools in America and has maintained a valuable collection of trend data on such matters as minority enrollment in Catholic Schools.

A review of general characteristics of Catholic high school students is followed by an analysis of how student characteristics vary when the schools are grouped according to four factors:

- School type (private, parochial, interparochial, diocesan)
- Enrollment size
- Geographical region
- Gender composition (coeducational, single sex)

The final two sections of this chapter will focus on the issues of financial aid and how high schools serve handicapped students.

General Characteristics

The average number of 9th-12th grade students per school is 568. Grade-by-grade characteristics are as follows:

Grade by grade enrollments in Catholic high schools (Q3.4)

	Average enrollment per school	Average % of total high school enrollment
9th grade	154	27%
10th grade	143	25
11th grade	137	24
12th grade	134	24

Nationally, about 52 percent of all Catholic high school students are female, and 48 percent are male. This difference is also evident in each of the grades from 9th through 12th, as shown in Exhibit 2.1.

Though most students attended schools that house only the 9th-12th grades, there are a number of other ways in which schools are organized. The figures below show the percentage of high schools in seven categories.

Grade ranges in Catholic high schools (Q3.1)

Grade Range	% of CHS
8–12	2.2%
9–12	84.9
10–12	0.2
K–12	3.1
1–12	0.6
7–12	7.5
Other	1.3

PERCENTAGE OF NON-CATHOLIC STUDENTS

Nationally, 11 percent of Catholic high school students are non-Catholic. The national percentage of non-Catholic students decreases between the 9th and 12th grades, as the following numbers reveal.

National percentage of non-Catholic students (Q3.6)

	% Non-Catholic
9th grade	12.4%
10th grade	11.3
11th grade	11.2
12th grade	9.4
	11.1%

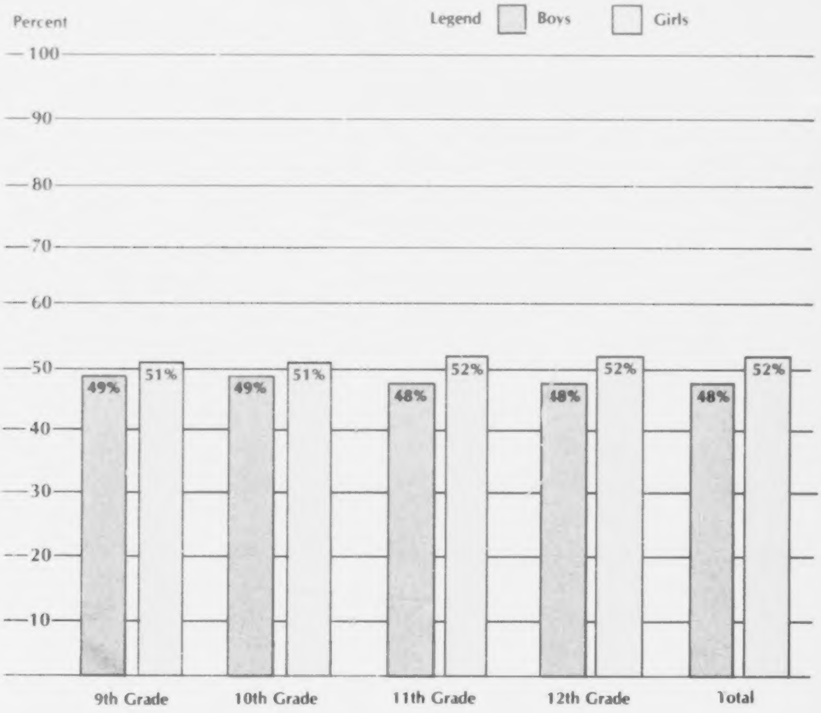
About four percent of Catholic high schools have no non-Catholics in their student body, but many Catholic high schools report a significant non-Catholic population. Fourteen percent have an enrollment that is more than one-quarter non-Catholic. This chapter later explores the type of school non-Catholics are most likely to attend.

SINGLE-PARENT FAMILIES

Principals estimated the percentage of students who live in a single-parent family (Q3.15). On the average, about 19 percent of students in a Catholic high school live with a single parent.[3] In five percent of the schools, more than half of all students are estimated to live with a single parent. Data from the 1980 United States Census suggest that 22 percent of school-aged children live in a single parent home.[4] Thus, Catholic high schools, on the average, have nearly the same proportion of single-parent children as is found in the nation's population as a whole.

EXHIBIT 2.1: Distribution of Males and Females in Catholic High Schools

(national percentages)



The Catholic High School:
A National Portrait
NCEA, 1985

Based on Q3.5

MINORITY ENROLLMENT

The average percentage of minority students in a Catholic high school is 18.8 percent (Q3.7). The average percentage of minority students decreases from 19.6 percent in the 9th grade to 17.8 percent in the 12th grade. The largest minority in the average Catholic high school is Hispanic (8.3%). Five percent of Catholic high schools report having no minority students.

Per school average of enrollment by race (Q3.7)

	Average % per school
American Indian or Alaskan Native	0.5%
Asian or Pacific Islander (includes: Chinese, Japanese, Filipino, Korean, Laotian, Vietnamese, Asian Indian, or other Asian)	2.3
Black, not Hispanic origin	7.6
Hispanic or Spanish or Latin American origin	8.3
White, not of Hispanic origin	81.2

A very small number of Catholic high schools have extremely large minority populations. Fourteen Catholic high schools (about 1%) report having 100 percent minority enrollment. An additional 18 percent of Catholic high schools report having half or more of their enrollment from minority groups.

Principals were asked to report how many students fell into four different subgroupings of Hispanics. Since Hispanics make up the largest single minority group in Catholic high schools, it is important to look at Hispanic subgroups. Eight percent of all Hispanics in the average Catholic high school are Cuban in ancestry, 32 percent are Mexican, 18 percent are Puerto Rican, and 42 percent are reported to be from other Hispanic backgrounds.

The percentage of minority students tends to be higher in small schools. Therefore, average per school minority percentages are slightly higher than the national percentage for all Catholic high school students who are minority. When controlled for school size, national minority percentages are as follows:

Percentages of racial origin, all CHS students, controlling for school size (Q3.7)

Group	National percentage
American Indian or Alaskan Native	0.3%
Asian or Pacific Islander (includes: Chinese, Japanese, Filipino, Korean, Laotian, Vietnamese, Asian Indian, or other Asian)	2.3
Black, not Hispanic origin	7.1
Hispanic or Spanish or Latin American origin	7.9
White, not of Hispanic origin	82.3
Total percentage of minority students	17.7%

These national percentages are nearly identical to the reported per school percentage averages as given in the preceding list. Hispanic and Black percentages decrease slightly and percentage white increases about one percent.[5]

The estimated national percentage of Catholic high school students who are minority (Native American, Asian, Hispanic, Black) is 17.7 (as compared to an 18.8 figure for per school average).

Exhibit 2.2 shows percentage of minority enrollment for Catholic and public high schools. There are three major findings.

- Percentage of minority enrollment is slightly less in Catholic schools than in public schools.
- Catholic schools enroll a *smaller* percentage of Black students than do public schools.
- Catholic schools enroll a *larger* percentage of Hispanic students than do public schools.

EXHIBIT 2.2: Percentage Minority Enrollments: Catholic and Public High Schools Compared

	All Catholic High School Students	12th Grade Catholic High School Students	12th Grade Public High School Students
American Indian or Alaskan Native	0.3%	0.2%	3.6% (Native American and Asian combined)
Asian or Pacific Islander	2.3%	2.2%	
Black, not of Hispanic Origin	7.1%	6.6%	12.2%
Hispanic or Spanish or Latin American	7.9%	7.4%	6.3%
White, not of Hispanic Origin	82.3%	83.6%	78.0%
Total Minority	**17.7%**	**16.4%**	**22.0%**

The Catholic High School:
A National Portrait
(NCEA, 1985)

Public school data based on Coleman, Hoffer, & Kilgore, *High School Achievement*. CHS data based on Q3.7

TRENDS IN MINORITY ENROLLMENT

Survey results indicate the percentage of minority students has increased in the last five years in 37 percent of schools, remained stable in 57 percent, and decreased in only 6 percent (Q13.3). Minority enrollment is increasing most in schools with these characteristics:

- Enrollment of 751 or more students.
- Enrolling girls only
- Located in Great Lakes, Mideast, or West/Far West regions
- Parochial (i.e., owned or operated by a parish)

RESIDENTIAL SCHOOLS

About four percent of Catholic high schools have residential facilities (Q3.14). In these schools, the average number of residential students is 73. These residential schools, though they are few in number and none of them very large, further illustrate the diversity among Catholic schools.

ENROLLMENT SIZE

Catholic high schools tend to be small. More than one-quarter of Catholic high schools report a student population of fewer than 300 students. The percentages in each size category are reported below.

Enrollment in CHS (Q3.4)

	% of CHS
Under 300	27%
300–500	24
501–750	20
751–1000	16
1000+	13

SOCIAL-ECONOMIC STATUS OF STUDENTS AND THEIR FAMILIES

What is the social and economic background of students served by Catholic high schools? Principals responded to a series of questions about family income and housing. On these items, most principals claimed they made "rough" or "reasonable" estimates (Q3.26). It is likely that most principals have some direct knowledge of these factors, based on student application and financial aid forms.

Percent below the federal poverty level. Principals were given this preamble to a question about family income:

> An estimate of the economic level of the families from which Catholic high school students (grades 9–12) come is an important element in this research project. Please use data from school records whenever possible. If no records exist, make as accurate an estimate as possible.
>
> The 1982 federal poverty level for a family of four was set at a gross income of $9,300; those with incomes below that figure were considered to be living in poverty. Below are given some other income figures for families of different sizes.
>
> The 1982 poverty level for different family sizes was as follows:

family of two	$ 6,220
family of three	7,760
family of four	9,300
family of five	10,840
family of six	12,380

Principals were asked to estimate the percentage of high school students from families below the federal poverty level. Responses are summarized below:

Percentages of families below federal poverty level (Q3.24)

Concentration of families below federal poverty level	% of CHS with this concentration
0% low income	18%
1–10% low income	63
11–20% low income	10
21–50% low income	6
51% or more low income	2

Nearly all Catholic high schools (82%) serve some low-income students, and a significant few (2%) serve predominantly low-income students.

A second income question asked principals to estimate percentages of students from families in various income categories. The results are shown below.

Distribution of family income (Q3.25)

Level of income	Average % in CHS
Under $10,000	7%
$10,001–$20,000	24
$20,001–$30,000	34
$30,001–$50,000	25
$50,001–$100,000	8
Over $100,000	2

The distribution falls roughly into thirds, with about one-third below $20,000, another third in the $20,000-$30,000 range, and the final third over $30,000.

How do these figures compare to income distribution among all American families? Below are figures for American families, based on 1982 national census data for four-person households, and for Catholic high school families, with figures adjusted for differences in school size.[6] (Because the figures have been controlled for school size, the percentages will differ slightly from the unweighted percentages listed above.) The income distribution for Catholic high school families rises slightly when controlled for school size.

Family income—U.S. population and CHS families compared (Q3.25)

	% of American households with this level of income (1982)[7]	% of Catholic high school families with this level of income
Under $10,000	11%	6%
$10,000–$19,999	20	22
$20,000–$50,000	55	61
Over $50,000	14	11

To a great extent, the income of the families of Catholic high school students parallels the income distribution found nationally. Catholic students' families are not, on the average, poorer—nor are they wealthier. This finding runs counter to the stereotype that Catholic schools draw disproportionate percentages of students from the well-to-do. Eleven percent of Catholic high school students' families have incomes over $50,000, compared to 14 percent nationally. If $10,000 is taken as the cutoff for poverty level (the 1983 cutoff was about $9,800), then poverty-level families are somewhat underrepresented in Catholic high schools. However, when the lower two income categories are combined, the percent of Catholic high school families under $20,000 (28%) is close to the national rate (31%). One important conclusion is that families at the extremes (under $10,000, over $50,000) of income distribution are slightly underrepresented in Catholic high schools.

Low-income enrollment trends. The percentage of low-income students in Catholic schools has risen in the last five years (Q13.4). Since 1978, 28 percent of schools have experienced an increase, 66 percent have remained stable, and 6 percent have decreased. The percentage of low-income students has increased most in:

- Schools with enrollments 301-500 or 751-1000
- Single-sex schools
- Schools in the Mideast
- Parochial and private schools

Housing. Estimates for kinds of housing for Catholic high school families are as follows:

CHS students' family housing (Q3.27)

	Average % per school
Owner-occupied	74%
Single or duplex rental	15
Multiple unit rental	10
Other	1

About three percent of students in the average Catholic high school live in government-subsidized rental housing (Q3.29).

Relationship of Student Characteristics to School Demographics

This section examines the variation among six student characteristics by four demographic factors: school size, governance, region, and gender composition. All percentages cited here are per school averages for schools within each category.

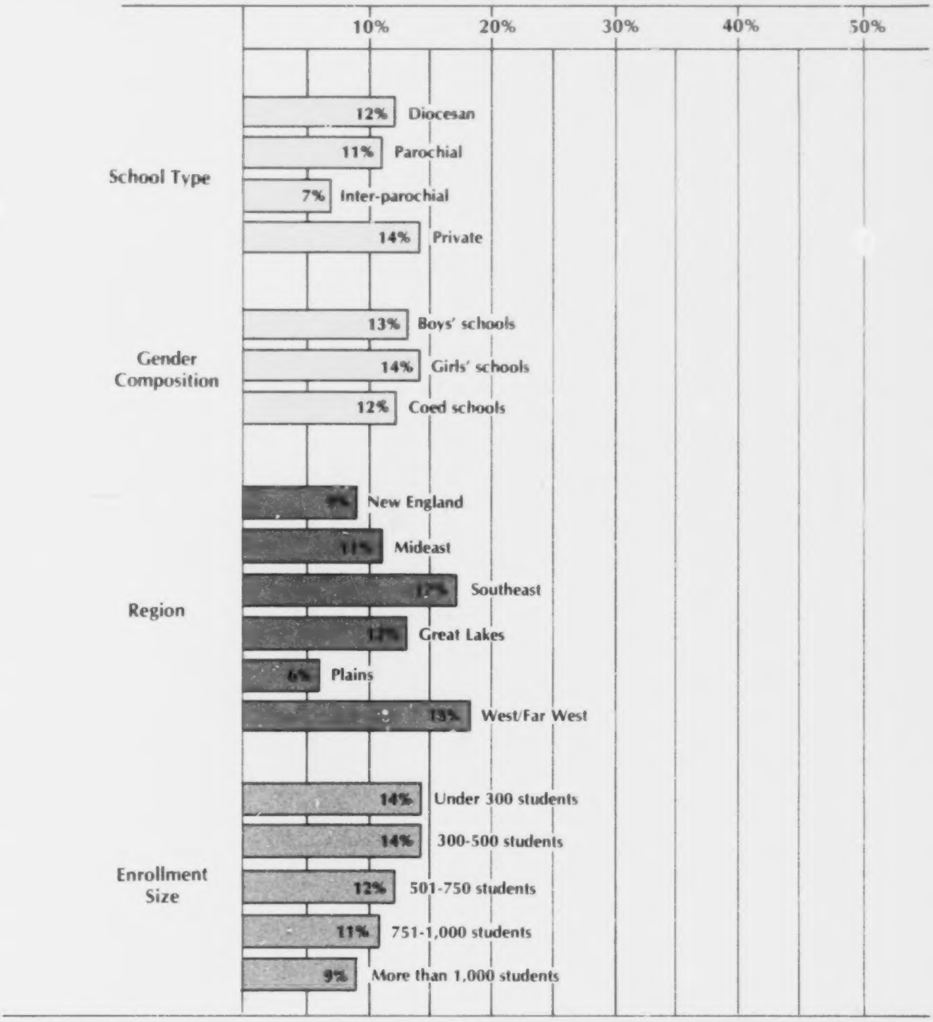
NON-CATHOLIC ENROLLMENT

Exhibit 2.3 shows that private schools have the largest per school average percentage of non-Catholics (14%). Inter-parochial schools have the lowest percentage of non-Catholic students, with seven percent.

The percentage of non-Catholic enrollment does not appear to be influenced by the fact that a school is a girls' school, a boys' school or coed. Nor does school size appear to have much effect on the percentage of non-Catholic enrollment, though size and percentage of non-Catholic students appear to be inversely related to some extent.

EXHIBIT 2.3: Percentage of Non-Catholic Students

(average per school)



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Based on Q3.6

Schools in the Southeast and West have, on the average, the highest concentration of non-Catholics. Given the fact that the percentage of Catholics living in the Southeast is somewhat lower than in the rest of the country, the high non-Catholic percentage there is understandable.

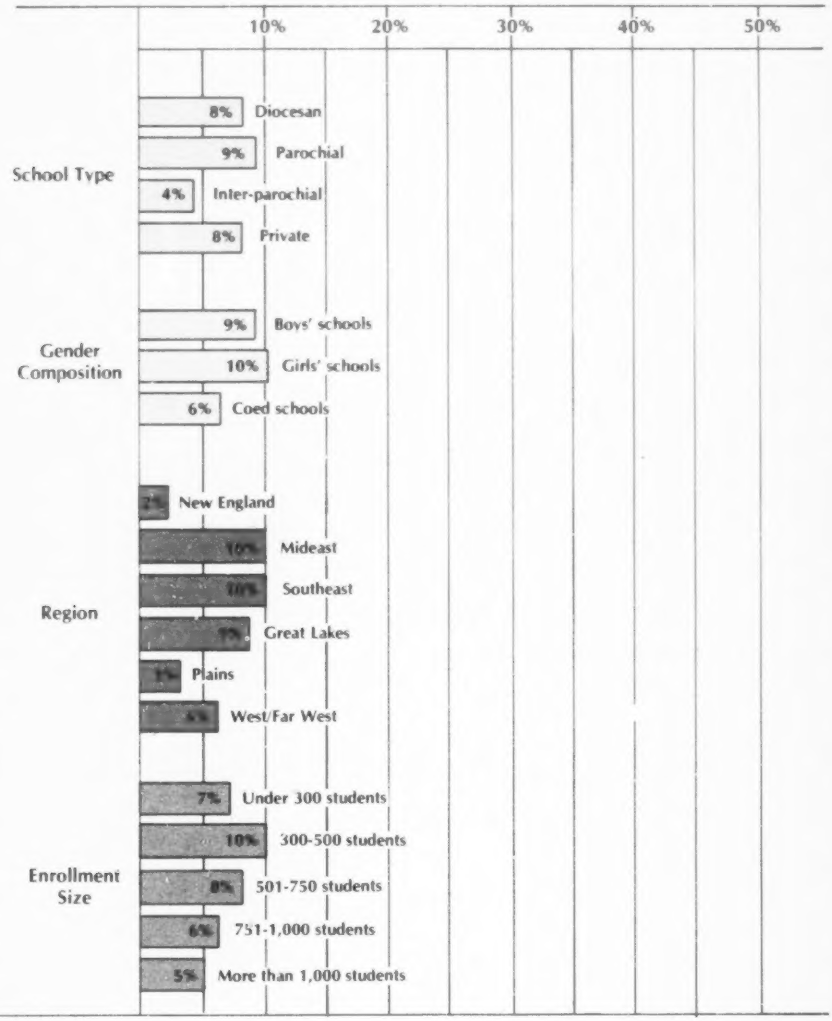
PERCENT BLACK ENROLLMENT

To what extent are Catholic schools serving Black students? Exhibit 2.4 shows the average percentages. The percentage is approximately the same as the national average (7%) for three of the four school types. The only exception is the smaller percentage of Blacks found in inter-parochial schools (4%), which may be accounted for by the fact that many inter-parochial schools are located in small towns.

Single-sex schools (boys' schools, girls' schools) have approximately equal percentages of Black enrollment, nine and ten percent respectively. Coed schools, on the average, report a smaller Black enrollment, at six percent. Since inter-parochial schools are almost exclusively

EXHIBIT 2.4: Percentage of Black Students

(average per school)



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Based on Q3.7

coed, their inclusion in the coed schools' number may account for some of the apparent underrepresentation of Black students in coed schools.

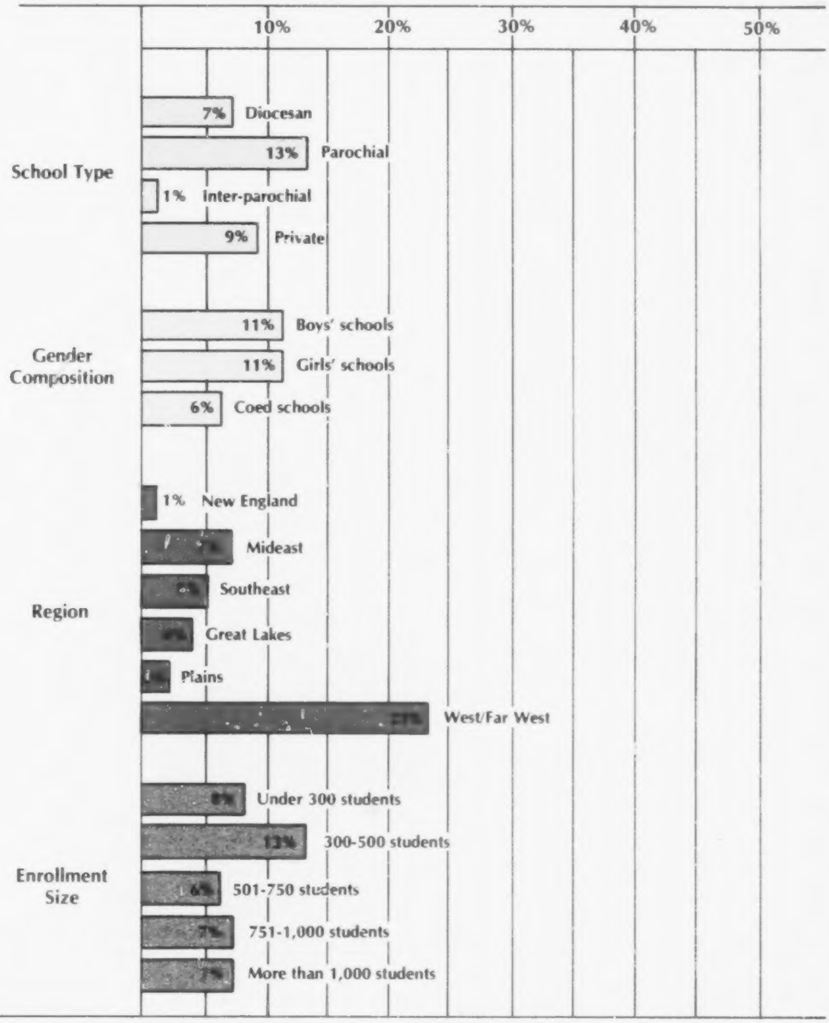
Black enrollment is higher in the Southeast, Mideast, and Great Lakes regions. Overall, a very small percentage of Black students are enrolled in Catholic high schools in the Plains states (3%) and New England (2%). These regional differences tend to parallel the regional distribution of all Blacks in the United States.

PERCENT HISPANIC ENROLLMENT

Exhibit 2.5 shows how Hispanic enrollment varies by school governance, gender composition, region, and enrollment size. The greatest range is among regions, with schools in the West and Far West enrolling, on the average, 23 percent Hispanic students, and schools in New England enrolling only one percent Hispanic. There is also great variety among school governance types, from a high of 13 percent in the average parochial school, to a low of only one percent in the average inter-parochial school. Coed schools have smaller percentages of

EXHIBIT 2.5: Percentage of Hispanic Students

(average per school)



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Based on Q3.7

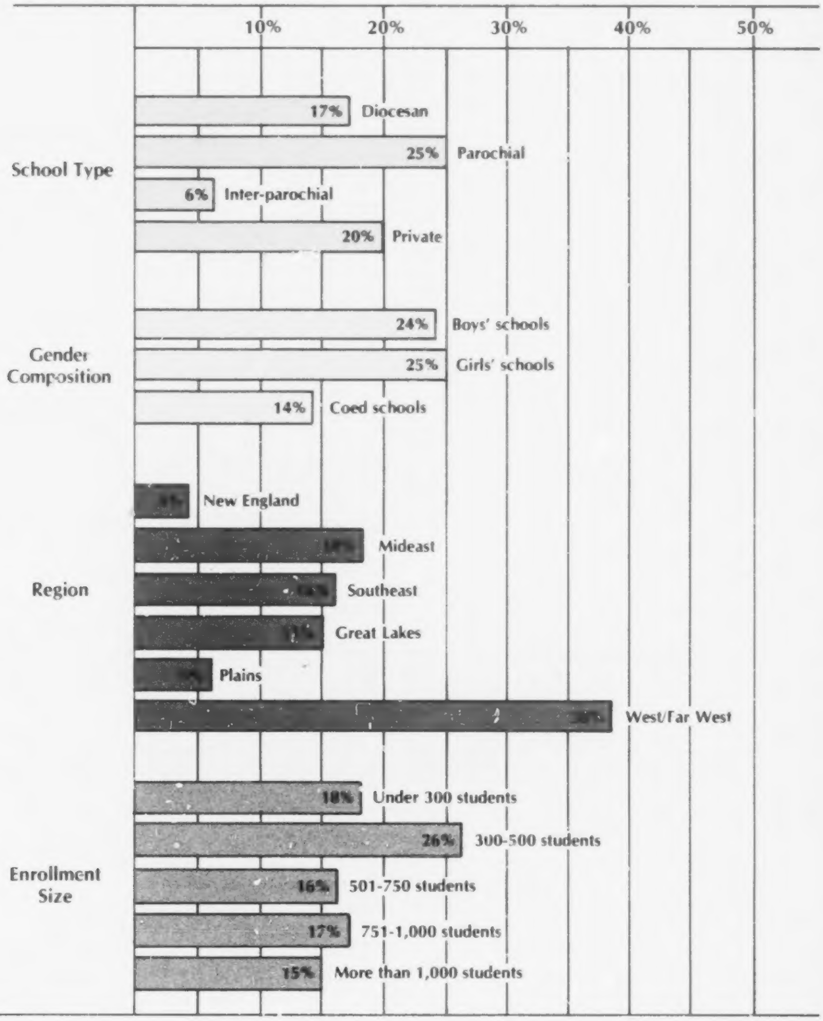
Hispanics than single-sex schools. Percentage of Hispanic enrollment does not seem systematically related to school size. However, schools of 300 to 500 students have Hispanic enrollments almost twice as large as schools in any other size category.

PERCENTAGE ENROLLMENT, ALL MINORITIES

Parochial schools have the largest average percentage of minority students (see Exhibit 2.6). Not far behind them are the private and diocesan schools, each with a significant mi-

EXHIBIT 2.6: Percentage of Minority Students

(average per school)



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Based on Q3.7
Combines percentages for Native Americans, Asians, Blacks, and Hispanics

nority population. The inter-parochial school has the smallest percent minority enrollment, with only six percent, on the average. Therefore, the parochial, private and diocesan schools probably best represent the depth of Catholic school investment in the minority community.

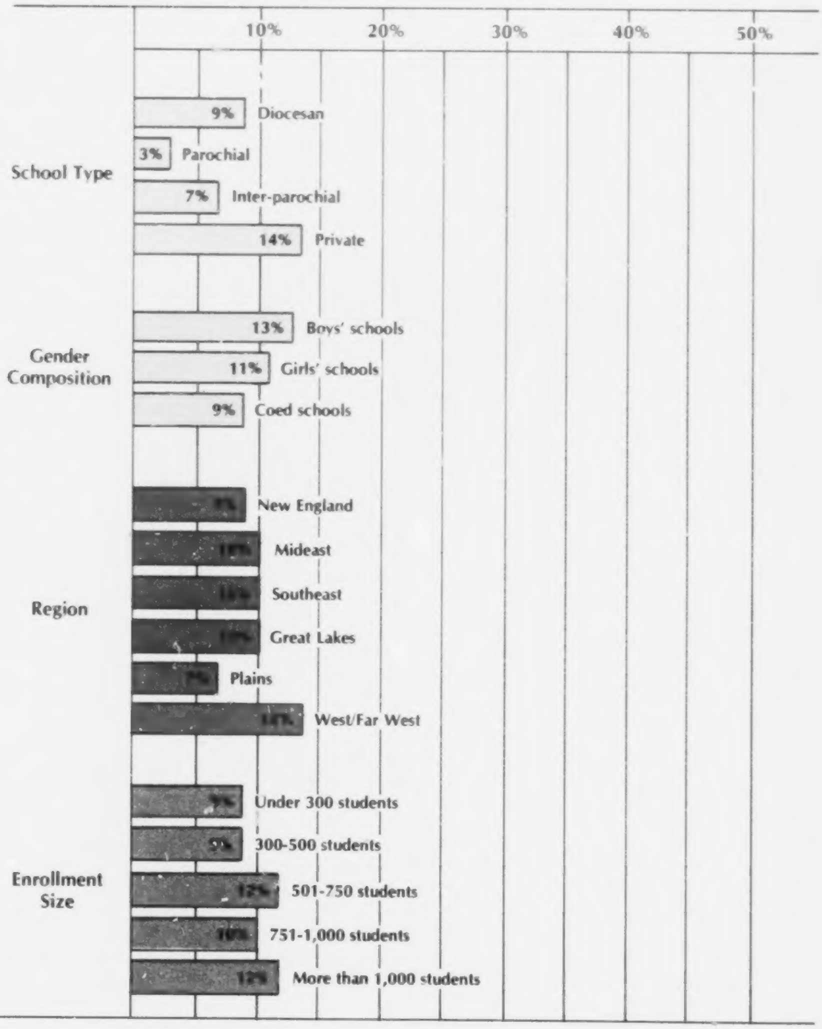
The West/Far West schools report the highest average minority enrollment (38%). The high concentration of Hispanics in the western U.S. is the major contributing factor. A fairly strong Asian enrollment (7% on average) also contributes to the high minority enrollment in West and Far West schools. Schools in New England and the Plains states have the smallest average minority percentage, reflecting general U.S. demographic patterns.

FAMILY INCOME

The percentage of families whose income is more than $50,000 varies more by school governance type than by region, enrollment size, or student body composition (coed vs. single-sex), as shown in Exhibit 2.7. Among private school students, on the average, 14 percent of families have incomes of $50,000 or more, while only three percent of parochial school students' families do. Exhibit 2.8 shows that families with lower incomes (under $20,000) are much more common in parochial schools than in private schools. Lower income families are more common in small schools (with enrollments under 500) than in larger schools.

EXHIBIT 2.7: Percentage of Students' Family Incomes Above $50,000

(average per school)



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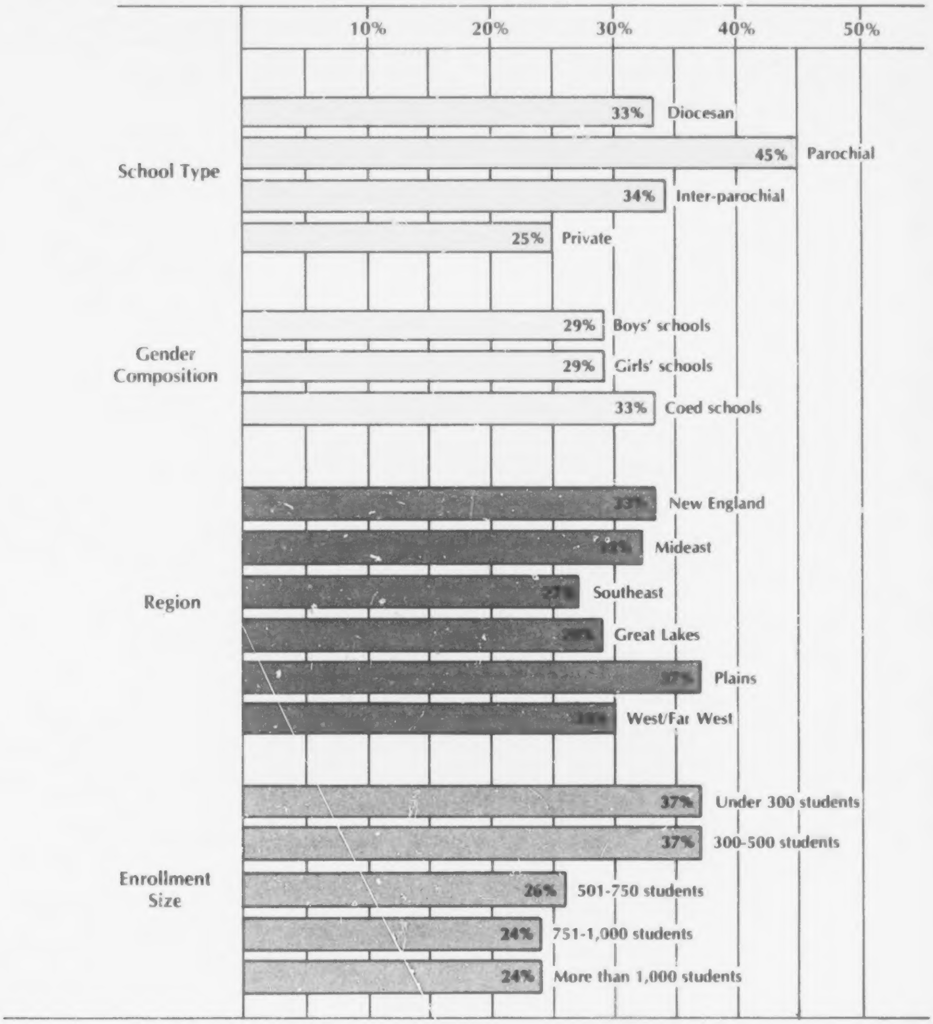
Based on Q3.25

EXHIBIT 2.8: Percentage of Students' Family Incomes Below $20,000

(average per school)



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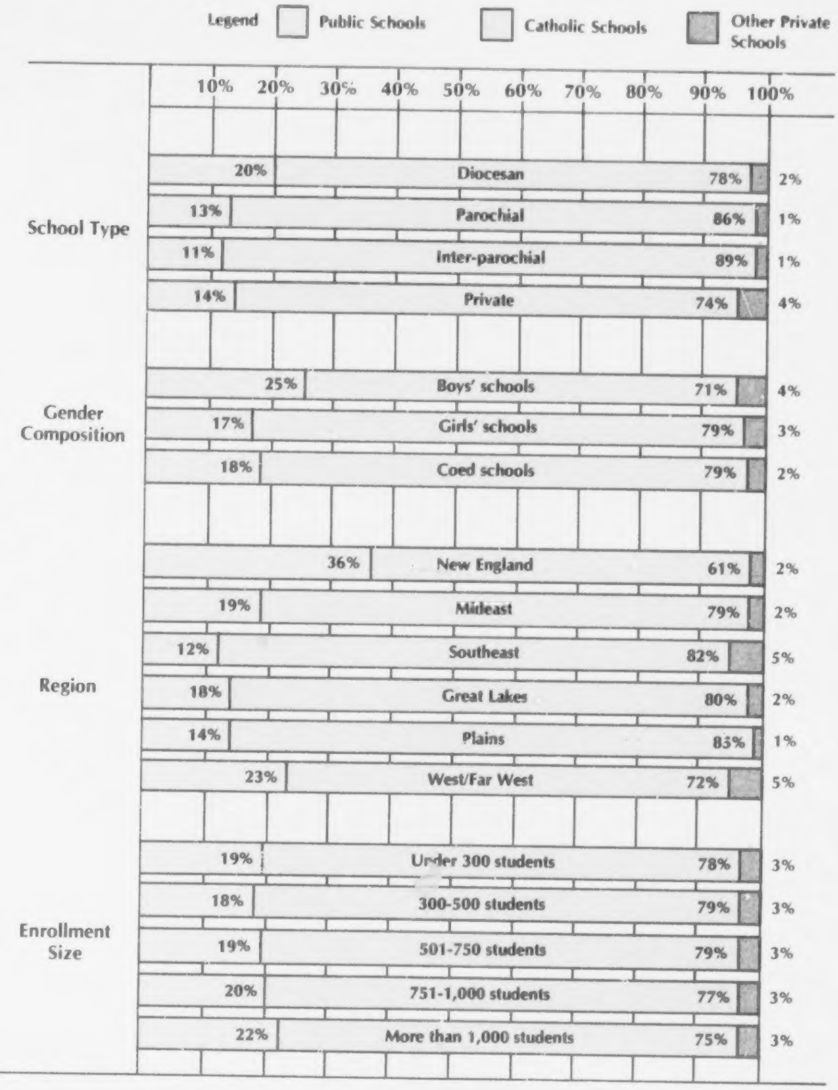
Based on Q3.25

ELEMENTARY FEEDER SCHOOLS

Does the percent of enrollment coming from different kinds of feeder schools vary on the basis of these four variables? Exhibit 2.9 shows the percentage of high school students who come from public, Catholic, or other non-public elementary schools. Overwhelmingly, Catholic high schools depend on Catholic elementary schools for their students. On the average, a Catholic high school receives 78 percent of its students from Catholic elementary schools, 20 percent from public schools, and 3 percent from other non-public schools. Catholic private schools draw more of their student population from public schools than do other school types.

EXHIBIT 2.9: Elementary Feeder Schools

(Public, Catholic, and Other Private Schools)



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Based on Q3.22

Boys' schools rely slightly more heavily on students entering from public schools than do other schools. Over one-third of Catholic high school students in New England are from public elementary schools. Enrollment size does not appear to be related to percentages that come from various types of feeder schools.

Financial Aid in Catholic High Schools

The average Catholic high school awarded $36,917 in financial aid during 1982-1983. This includes scholarships, tuition reductions, grants, and work-study. This amount, extrapolated to a national population of 1,464 schools, yields a figure in excess of $54,000,000 for a total dollar amount of financial aid to Catholic high school students.

The average school gives aid to 13 percent of its students. This translates into an average of 71 students per school, with each receiving, on the average, about $517 in aid.

An interesting difference is observed when the average grant per pupil is broken out by the enrollment size of the school awarding that grant. The results of this analysis are displayed below.

Per school averages for number of grant recipients and size of grant (Q3.17)

	Average number of recipients	Average grant
Under 300	27	$985
300-500	51	$727
501-750	68	$511
751-1000	94	$482
Over 1000	135	$384

The average grant per pupil drops as the size of the school increases. One possible explanation for this phenomenon is the high number of private schools in the category with more than 1,000 students. Because those schools tend to have larger numbers of families with larger incomes, their need for financial aid would be reduced. Conversely, inter-parochial and parochial schools are overrepresented in the enrollment size categories of less than 500 students. Since they report a higher number of families with incomes in the lower financial brackets, one would suspect that increased need for financial aid is present in these schools.

What criteria are used in awarding financial aid? Listed below are the percentages of schools considering various criteria for grants.

Criteria considered in awarding financial aid (Q3.18)

	% using this criterion
Financial need	96%
Academic record or promise	49
Racial or ethnic origin	12
Athletic record or promise	4
Vocational intention	2

Principals were asked to choose *the* one most important factor, with the results reported below.

Most important criterion for awarding financial aid (Q3.19)

	% of schools choosing criterion as the most important
Financial need	91.5%
Academic record or promise	7.0
Athletic record or promise	0.8
Vocational intention	0.5
Racial or ethnic origin	0.2

Financial need, then, is clearly the most prominent factor.

Handicapped Students

Some Catholic high schools enroll handicapped students, but enrollment varies considerably by the type of handicap. The percentages of Catholic high schools that serve each of 11 types of handicapped students in some way are given below.

Percentages of schools serving handicapped students (Q3.13)

	% of Schools
Specific learning disabilities	53%
Deaf or hearing impaired	42
Orthopedically impaired	33
Speech impaired	32
Emotionally disturbed	26
Blind or visually impaired (non-correctable)	20
Deaf and blind	6
Educable mentally retarded	8
Multiple handicapped	7
Trainable mentally retarded	2
Other health impaired	40

Clearly, the more severe the handicap, the fewer the schools that can accommodate the student.

Forty-one percent of schools serve no handicapped students. Another 47 percent enroll between 1 and 10 handicapped students; the remaining 12 percent serve 11 or more. On the average, a Catholic high school enrolls 5.2 handicapped students. This translates, on the average, into about one percent of students, a smaller percentage than the average of 4.9 percent reported for public high schools.[8] Principals were not asked to designate how many students their school serves in each of these 11 categories.

Schools serving handicapped students usually "mainstream" them, requiring them to attend regular classes. Only in the case of specific learning disabilities are special classes common, with 27 percent of all Catholic high schools offering them. For each of the other types of handicaps, no more than nine percent of schools offer special classes.

How accessible are schools to handicapped students? Responses are listed below.

Access to school facilities for handicapped or wheelchair-bound students (Q8.31)

	% of Schools
All facilities accessible	19%
Some but not all facilities accessible	45
Few facilities accessible	24
No facilities accessible	13

Principals do not give Catholic high schools positive evaluations for service to the handicapped. Principals were asked to indicate how well their school "provides quality education to the handicapped." Their responses are as follows:

Evaluations of education for the handicapped (Q14.12)

	% of Schools
Outstanding	1%
Very good	6
Satisfactory	20
Fair	15
Poor	15
Not important, relevant, or desirable to our school's mission	43

Nearly half of principals (43%) do not view education for the handicapped as relevant or important. Thirty percent evaluate education for the handicapped as "fair" or "poor," in sharp contrast to the seven percent who rate it as "outstanding" or "quite good." Out of a list of 45 areas of school life (discussed at length in chapter 12), this area received the fewest positive evaluations.

Comment

While most Catholic high school students are white, Catholic, from middle-income families, and were previously enrolled in Catholic elementary schools, these comments should not be taken to imply that all schools serve only this kind of student body. For example, some schools are primarily non-Catholic. Some are primarily or exclusively minority. Some serve mainly low-income students. Viewed collectively, a significant percentage of schools serve a student clientele that varies from common demographic characteristics.

Two stereotypes about Catholic high schools, if not entirely untrue, are perhaps grossly overstated. One is that Catholic high schools (and other non-public schools) are havens for white students whose parents are threatened by desegregation policies in public schools. On the contrary, nearly the same percentage of minority students are enrolled in Catholic high schools as in public schools. More importantly, other research has found that white students in Catholic high schools experience less segregation than their counterparts in public schools.[9] This is because minority students are more evenly distributed across schools in the Catholic sector than in the public sector.

A second stereotype is that Catholic high schools are operated for economically-advantaged students. Instead, the survey indicates that Catholic high schools are accessible to low-income students and that Catholic schools, through admissions and financial aid procedures, seek to enroll low-income students. Overall, the income distribution of families served by Catholic high schools is comparable to the national income distribution for all families. Hence, Catholic high schools serve a range of students, from below poverty level to high income.

Some explain the record of Catholic high schools in serving the handicapped by claiming that federal and state aid to education for the handicapped has been less accessible to non-public schools than to public schools. Others contend that, if the Catholic high school community made education for the handicapped a priority, funding could be obtained. This would require (a) more vigorous attempts to procure government funds earmarked for education of the handicapped; (b) efforts to lobby state and local agencies for support; or (c) more concerted attempts to seek help from corporations, foundations and individuals in the private sector. All of these efforts, however, depend first on schools developing the will to serve the handicapped.

Ideally, handicapped students should be able to choose between public and non-public schools and find high quality-programs in either setting. Until Catholic high schools improve services for the handicapped, this choice will not be available to many students who might be especially well served by the Catholic high school's strong sense of community and commitment to faith development as well as academic excellence. In the meantime, high school administrators could initiate contact with feeder schools to ascertain the special needs of potential students and to discuss the opportunities the high school can offer them.

CHAPTER 3

Teachers

Highlights

In 1983-1984, lay teachers constituted nearly 77 percent of the Catholic high school teaching force; in 1962, they made up only 30 percent.

In 1962, 49 percent of Catholic high school teachers were women religious; in 1983, only 14 percent were women religious.

Ninety-four percent of principals say that the teachers in their school regard their work as a genuine ministry of the church.

Fifty-four percent of Catholic high school teachers have five years of teaching experience or less. Only about eight percent of public high school teachers have less than five years' teaching experience.

Half of all full-time teachers in Catholic high schools have earned an advanced degree (M.A., M.S., or higher).

The overall student to full-time teacher ratio in Catholic high schools is 18:1.

The student to full-time teacher ratio is 13:1 in schools with enrollment under 300 students and 23:1 in schools with more than 1,000 students.

The average annual salary (1983-1984) in Catholic high schools for a beginning lay teacher with a B.A. is $11,121; the comparable figure for public schools is $14,045.

Good teaching is essential to learning. However fine the facilities, however competent the administration, however eager the students, if the teacher does not successfully invite students to the discipline and the excitement of learning, the educational enterprise falters. No single task connected with Catholic secondary education is more important than the encounter of teacher and student in Catholic high school classrooms. This chapter presents a portrait of the Catholic high school teacher today. It examines some of the recent changes in the makeup of the teaching force and explores some of the problems and possibilities inherent in those changes.

Overview

To speak of averages regarding teachers in Catholic high schools masks the diversity among them. However, a brief portrait of a "typical" teacher is an economical way to summarize some of the characteristics that the majority of Catholic high school teachers have in common, and to sketch the conditions in which most of them work. (This overview is derived from the responses of principals to the survey.)

The majority of teachers in Catholic high schools are women (53%). Most are between 25 and 44 years of age (66%). Half hold a graduate degree, and 95 percent are white.

The average teacher is required to arrive at school 15 minutes before school opens and remain 25 minutes after the end of the school day. Her school provides her with 3 1/2 days of in-service training each year (89% of schools provide at least some in-service training). She receives her regular salary for those days (salary is paid for in-service days at 86% of schools). She has one normal class period for preparation time each day. Her principal expects her to contribute about five hours a month in non-academic activities such as chaperoning, advising co-curricular activities, etc.

Her colleagues on the faculty who are first-year teachers receive an annual salary of $11,121. She has taught in her present school for five years. Her own salary is $15,600, the midpoint between starting salary and the most she can earn with a master's degree ($20,105). These salary figures apply only to lay teachers, however; priests and religious are paid on a different schedule, which tends to be lower. In most schools, the same salary is paid to all religious regardless of education and experience.

The typical teacher is not represented in salary negotiations by any negotiating group. Only about one-third of Catholic secondary school teachers are so represented. Of that group, most are represented by a diocesan or local group not affiliated with either of the major national organizations that represent public school teachers. The National Education Association represents only 3.3 percent of teachers in Catholic high schools, and the American Federation of Teachers, 1.5 percent.

In 73 percent of schools, teachers are evaluated twice a year, and in 97 percent, teachers can expect a formal evaluation at least once a year. Only rarely does a school formally seek evaluation of teachers from parents and students. However, 36 percent of schools say that student opinion has some influence on the evaluation, and 27 percent say they depend on parents' evaluations to some degree.

The hypothetical "average" Catholic secondary school has a faculty of 31 full-time teachers, plus five or six part-time members. Faculty turnover is relatively high; about half of the teachers in the average school have been on the staff for less than five years—about a third of them for two years or less.

Changes Since 1962

The character of the Catholic high school faculty has changed in a number of ways during the last 20 years. The findings reported in *Catholic Schools in Action,*[1] which summarizes a study of Catholic elementary and secondary schools conducted during the early 1960s, provide data for comparison with the present findings. Exhibit 3.1 presents some of these changes.

GENDER AND AGE

In 1962 the faculty was predominantly female—about two-thirds women to one-third men. Women still predominate, but the proportion of men to women is more nearly equal now, with 53 percent women and 47 percent men.

The faculty is generally younger now. In 1962, 63 percent of teachers were 44 or younger; now 73 percent are under 45. The number of teachers over the age of 65 has dropped from 5 percent to 3 percent.

The implications of a younger faculty may be more far-reaching and positive than first appears. Teacher salary schedules almost universally reward length of service — longer is often assumed to mean more experienced, more seasoned, more mature, better.

Recent work by Summers and Wolfe,[2] however, implies that there is a ceiling on the progress of teachers in their ability to inspire academic achievement in students, or, at any rate,

EXHIBIT 3.1: General Characteristics: Full-Time Catholic High School Teachers

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Based on data from Neuwien, R.A. (Ed.), *Catholic Schools in Action*. CHS data based on Q2.3 and Q2.5

	Catholic High Schools 1983-1984		Catholic High Schools in 1962
Sex			
Male	47%		36%
Female	53		64
Age			
Under 25 years	7%		10%
25–34	35		31
35–44	31		22
45–54	16		19
55–64	8		11
65 or more	3		5
Lay/Religious			
Catholic Layman	32%	38%	16%
Non-Catholic Layman	6		
Catholic Laywoman	31	39	13
Non-Catholic Laywoman	8		
Priest-Diocesan	2	5	12
Priest-Religious Order	3		
Religious Man	4		8
Religious Woman	14		49
All Lay	**77**		**30**
All Religious	**23**		**69**

that teachers do not continue to be more productive right up to retirement. The most productive years, according to this research, are likely to occur between 5 years and 16 years of teaching experience. Further, there is evidence that younger teachers are more effective than older teachers in dealing with low-achieving and disadvantaged students.

Teachers in Catholic schools who would fit this span of greatest productivity would be likely to fall between the ages of 27 and 45, depending, of course, on the age at which the teacher entered the profession. By this measure, Catholic faculties should be highly productive; 73 percent of Catholic high school teachers are under the age of 45.

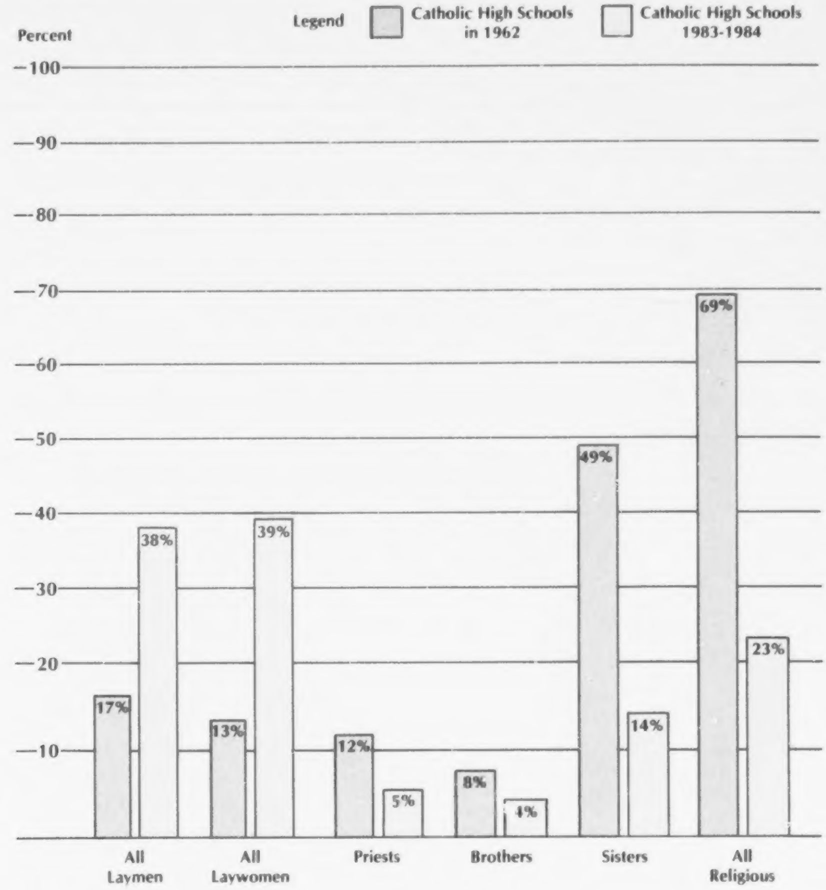
PROPORTIONS OF LAY AND RELIGIOUS TEACHERS

The most dramatic change of the past 20 years is the substantial shift in the proportion of lay teachers to religious teachers. It has been observed and commented on for some time, and its impact on American Catholic education has been very significant. In 1962, 69 percent of Catholic high school teachers were priests, brothers, or sisters. Today, all religious (including a number of permanent deacons) make up 23 percent of Catholic high school teachers. The percentage of laymen teaching in Catholic high schools is more than twice that of 20 years ago, and the percentage of laywomen teaching has tripled.

The shift in proportion of laity to religious, as shown in Exhibit 3.2, has far-reaching implications. It is no doubt in part responsible, for example, for changes in teacher ratios by gender and age. However, it has much broader implications.

Before those implications are discussed, a few observations should be noted about variations in the proportion of religious faculty by region of the country, size of school, or school type. Exhibit 3.3 presents the three comparisons. In the New England and Mideast regions, faculties have slightly higher percentages of religious. Otherwise, the proportions do not vary

EXHIBIT 3.2: Percentage Lay/Religious Teachers, 1962 and 1983-1984



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Based on data from Neuwein, R.A. (Ed.), *Catholic Schools in Action*. CHS data based on Q2.3

greatly from one region to another. Neither is size an important factor. The percentage of lay teachers appears to have very little relation to enrollment size, with percentages varying only between 75 and 80 percent. With the exception of private schools, where the proportion of religious teachers is highest, at 28 percent, school type does not seem related to the proportion of lay to religious teachers; in the remaining three school types, the proportion of religious teachers hovers around 20 percent.

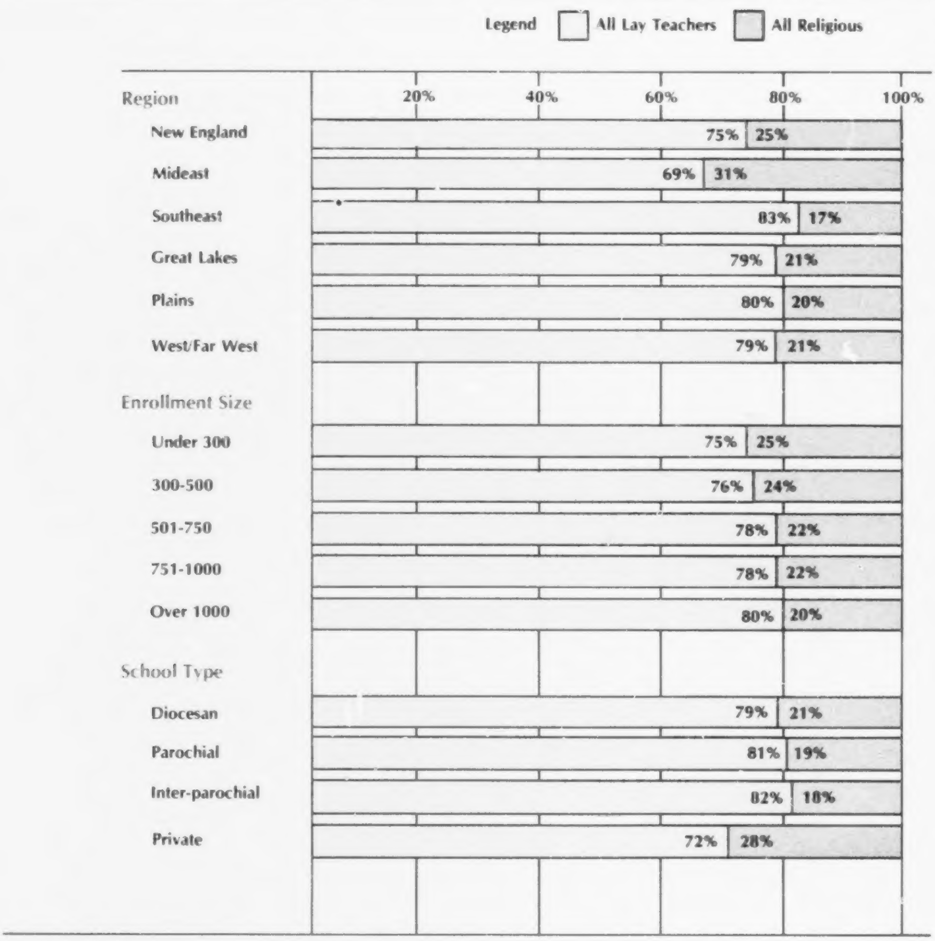
Laity: The New Majority

The impact on Catholic schools of this influx of laity probably cannot be fully assessed yet. However, this study provides some preliminary insights. The many concerns that surround this change center around two questions. First, how will the shift to predominantly lay faculties change the climate of Catholic schools? Second, what are the economic implications of the shift?

IMPACT ON SCHOOL CLIMATE

For many students and parents, the *raison d'etre* of Catholic schools is their climate. The traditional qualities of concern for academic excellence, the emphasis on order and disci-

EXHIBIT 3.3: Percentage Lay and Religious Teachers by Region, Enrollment Size and School Type



The Catholic High School:
A National Portrait
NCEA, 1985

Based on Q2.3
(Full-time Teachers)

pline, and the infusion of school life with an emphasis on religious attitudes, activities, and values are precisely what attract them. Have those qualities diminished with greater numbers of laity on the faculty?

Chapter 6 examines school climate in terms of six aspects: discipline policy, order, academic expectations, degree of structure, morale, and sense of community. An examination of data on each aspect, comparing schools with a high proportion of lay teachers against schools with a lower proportion of lay teachers, reveals a difference on only one — and that difference is relatively small.[3] Schools with a high proportion of lay teachers place slightly less emphasis on student religious development than do schools with greater numbers of religious teachers. Survey results also show that 94 percent of principals say that the teachers in their school regard their work as a genuine ministry of the church. On the whole, it would thus appear that lay teachers in most respects effectively promote the special climate that has traditionally typified Catholic high schools. Perhaps a further study might examine some of the causes of — and remedies for — the slightly lower evidence of faith development in schools where lay teachers are predominant.

ECONOMIC CONCERNS

The financial implications of the gradual shift from predominantly religious to predominantly lay teaching staff are numerous. They reach into a number of staffing considerations.

Compensation. Catholic high schools, on the average, pay $11,121 to a first year teacher with a bachelor's degree. The highest pay for a teacher with a master's degree, on the average, is $20,105. Compensation of teachers varies by size of school, as shown below.

Per school average teacher salaries, by size of school (Q2.29, 2.31)

School enrollment	Avg. pay for 1st year lay teacher with B.A.	Avg. highest pay for lay teacher with M.A.
Under 300	$10,639	$17,750
300–500	10,864	19,367
501–750	11,212	20,452
751–1,000	11,625	22,063
More than 1,000	11,794	23,033

Salaries increase steadily from the smallest to the largest schools. The difference in average starting salary for a teacher with a B.A. from the smallest to the largest schools is $1,155. The difference in the average top salary for a teacher with an M.A. between the smallest and the largest schools is $5,283. Larger schools have apparently decided (or are able) to invest in retaining teachers by offering proportionally higher salaries for more years of service at the school.

Only ten percent of schools report that priests are paid on the same salary schedule as lay teachers, and only 12 percent report that men and women religious are paid on the lay salary schedule. The per school average annual compensation for priests is $11,000, for women religious, $9,772, and for men religious, $11,334. With $11,121 as the per school average starting salary for a lay teacher with a B.A., it is clear that the cost of maintaining substantial numbers of lay teachers is higher than the cost of a faculty made up predominantly of priests and religious. This new strain on the budgets of Catholic schools influences or is influenced by a number of other teacher-related matters.

Staff turnover. Catholic high school teachers tend to be relatively new in their positions. As Exhibit 3.4 shows, over half of Catholic high school teachers have taught for five years or less. Twenty-eight percent have been on the job two years or less. When compared with the length of service for public school teachers, Catholic school staff turnover appears to be very high.

Comparison of PHS and CHS teachers' length of service (Q2.40)

PHS length of service[4]		CHS length of service (at this school)	
Less than 5 years	8%	0-5 years	54%
5-9 years	17	6-10 years	22
10-14 years	23	11-15 years	13
15-19 years	20	16-20 years	7
20 or more	31	21 or more	5

Although these two sets of year-ranges do not match perfectly, the comparison reveals sharp differences. The majority of Catholic teachers have taught at their present school for less than five years. The majority of public school teachers have taught for 15 years or more. The constant turnover in Catholic schools provides a constant supply of "new blood," which may tend to be invigorating. However the rapid change may threaten the transmission of school traditions and values. More work is needed to assess the impact of turnover.

A special analysis examined the characteristics of schools with larger percentages of new staff (indicative of high turnover rates). These schools tend, in comparison with other schools, to have these characteristics:[5]

- Lower maximum salaries for a teacher with an M.A. degree
- Lower salary schedule for new teachers with B.A. degrees
- Tenure available for experienced teachers
- Less teacher interest in collective bargaining
- Fewer facilities and resources
- A smaller fringe benefit package

The message is clear. Staff turnover is closely related to economics. High turnover occurs in settings where salaries and benefits are relatively low and where funds are limited (assuming that lack of facilities and resources reflects, in part, a fiscally constrained institution). Teachers are apparently finding that they cannot afford to stay in Catholic schools.

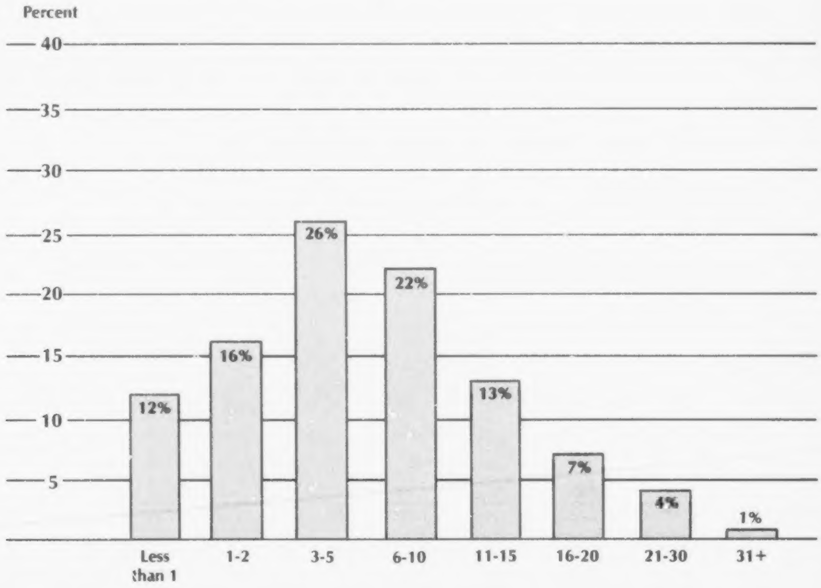
Another finding, based on factors that do not appear in the list above, indicates that turnover rates are not related to school climate.[6] Schools experiencing a constant influx of new teachers do not differ from other schools in sense of community, discipline policy, discipline problems, academic emphasis, religious emphasis, student morale, or teacher morale. So it cannot be said that teachers leave because the climate is negative or that teacher turnover creates climate problems. Catholic schools maintain their mission even where teacher turnover is high.

Minority status. The percentage of minority teachers is lower than the percentage of minority students (reported in chapter 2); five percent of Catholic high school teachers are members of a racial or ethnic minority, as compared with a student population that is 18 percent minority. The distribution of teachers by racial groups is given below.

Racial background of CHS and PHS teachers (Q2.2)

	% in CHS		% in PHS[7]
Black	1.6%		7.8%
Asian	0.6	3.7	0.7
American Indian	0.1		
Hispanic	3.0		
White	94.6		91.6

EXHIBIT 3.4: Teachers: Years on School's Staff



Based on Q2.40

Many educators believe the percentage of minority teachers on a faculty should vary with the percentage of minority students in the school. The list below shows minority student/teacher percentages in Catholic high schools.

Percentage of minority teachers in schools with significant minority populations (Q2.2, 3.7)

% Student minority population	% Minority teachers
3-5 %	1.7%
6-10	2.3
11-25	4.1
26-100	18.6

The number of minority teachers rises with the percentage of minority students, but does not keep pace with it. White teachers are the majority in virtually every Catholic high school regardless of the proportion of minority students. Desirable as it may seem to provide minority students with minority teachers as role models, that is happening only to some degree in Catholic schools.

The matter no doubt has financial implications. The demand for trained professionals who are members of a minority exceeds the supply in the teaching field, as in many others. Where demand exceeds the supply, those who are sought-after—in this case, minority teachers—can pick and choose. With the compensation of teachers in Catholic schools so much lower than the salaries available in many public schools, it may be that Catholic schools cannot attract and keep large numbers of minority teachers, however much they wish to do so. However, the larger percentage of minority teachers in schools with larger minority enrollments suggests that at least some schools are making a conscious effort to attract and retain minority teachers.

Other Teacher Characteristics

The condition of teaching in Catholic secondary schools does not resolve solely around the lay or religious status of teachers or around economic considerations. Some of the other characteristics of the teaching force are described below.

EDUCATIONAL LEVEL AND TENURE

Fifty-two percent of Catholic high school teachers have earned a graduate degree, as shown below. This is approximately the same number of advanced degree holders as are found in the public schools.[8] Another 18 percent have earned at least 30 credits toward an M.A. degree (Fewer than one percent of teachers have no college degree.)

Full-time teachers, highest degree obtained (Q2.6)

Less than B.A.	0.9%
B.A. or B.S.	29.8
B.A. and 30 credits	17.5
M.A. or M.S.	39.2
M.A. and 30 credits	11.3
Ed. Specialist	0.4
Licenciate	0.4
Ph.D. or Ed.D.	0.5

Principals were asked how many of their teachers were certified and how many had the qualifications to meet certification requirements of the state in which the school is located. About 88 percent of full-time Catholic high school teachers are either certified or certifiable by a state education agency. Because the issue of certification is not relevant for full-time religion teachers, the real percentage is probably higher than 88 percent.

About 28 percent of all Catholic high schools offer tenure to their teachers. Tenure is offered in a greater percentage of diocesan and parochial schools than in private or inter-parochial schools.

Percent of schools offering tenure (Q2.38)

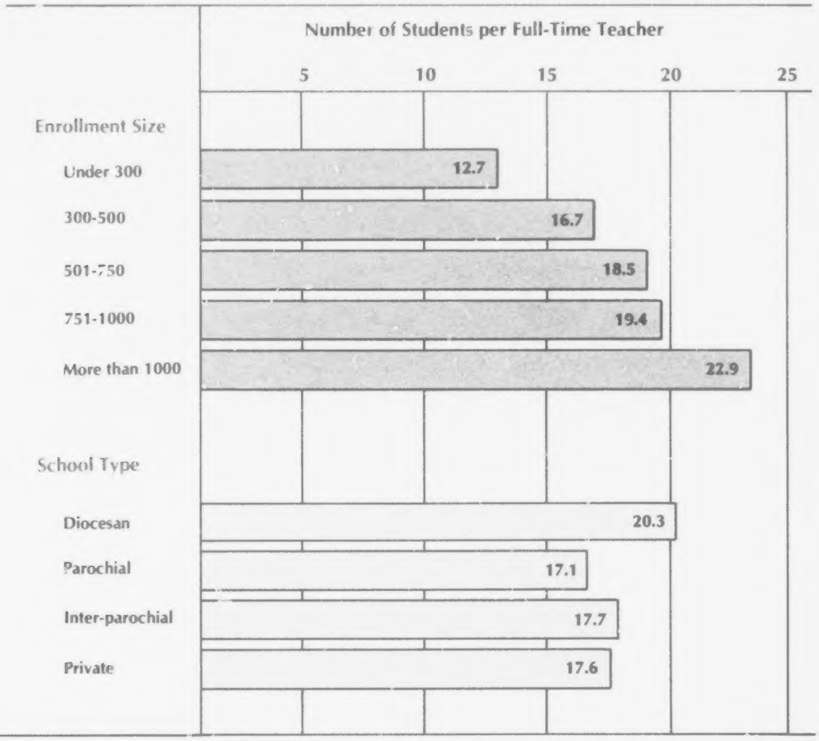
Diocesan	33%
Parochial	32
Private	24
Inter-Parochial	15

In schools that offer tenure, a teacher is eligible after three years of teaching, on the average. In only 21 percent of schools does eligibility for tenure take longer than three years. These dataa are somewhat surprising and raise questions about what principals understood the term "tenure" to mean Further research is needed to clarify this matter.

Seventy-six percent of public high school teachers are tenured. Data from this survey do not show how many teachers in Catholic high schools have tenure. Given the low percentage of schools offering tenure and the heavy turnover each year, it is unlikely that the percentage of Catholic high school teachers with tenure approaches the public school percentage. Tenure rates, however, are not directly comparable because tenure in the public sector usually means tenure to a school system, whereas, in the Catholic setting, it means tenure to a particular school.

Tenure, in fact, is a low-priority issue for school administrators at the present time; the assurance for teachers that they will not be fired is not uppermost in principals' minds. The assurance that a reasonable number of teachers will stay on staff for the coming year is.

EXHIBIT 3.5: Student Teacher Ratio by Enrollment Size and School Type



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Based on Q1.1, Q2.1, and Q3.4

TEACHER-TO-STUDENT RATIO

The overall full-time teacher-to-student ratio in Catholic high schools is 1 to 18.4 which is almost identical to the 1983 U.S. teacher-student ratio in public schools of 18.45.[9] However, the public school figure includes both elementary and secondary schools.

How does the ratio vary by the enrollment size of the school? Exhibit 3.5 shows the rise in number of students per full-time teacher as schools increase in size. Schools with an enrollment under 300 have a teacher/student ratio of 1 to 12.7. That number steadily increases over the five enrollment size categories used in this study. The teacher-to-student ratio for schools with an enrollment of more than 1000 students is 1 to 22.9. The difference between the lowest ratio and the highest ratio is over 55 percent. Smaller Catholic high schools are generally able to offer more individualized attention than larger ones.

Exhibit 3.5 also presents the variations among the four school types in teacher-to-student ratio. Overall, the ratio is not markedly affected by school type, although diocesan schools have a slightly larger ratio than the others. The difference may be related to the fact that diocesan schools are often larger.

PUBLIC AND CATHOLIC HIGH SCHOOLS COMPARED

Some comparison of teachers in Catholic and public high schools may be useful. Exhibit 3.6 presents some evidence to supplement a few comparisons mentioned earlier in this chapter.[10]

To summarize, Catholic school teachers are younger, receive lower salaries, are more often female, and are less often members of a minority than their public school counterparts. Educational levels are similar. Catholic schools have a smaller percentage of Black teachers and

EXHIBIT 3.6: Catholic High Schools Compared With Public High Schools

Full-Time Teachers	Catholic High Schools	Public High Schools
Sex		
Male	47%	62%
Female	53	38
Education		
Less than a B.A.	0.9%	0.4%
B.A. or B.S.	47.3	50.1
M.A.	51.3	49.3
Ph.D.	0.5	0.3
Age		
Under 25 years	7.1%	1%
25–34 years	34.9	25
35–44	31.1	—
45-54	16.1	—
55–64	7.9	—
65 years or more	2.6	less than 1
Salary		
Average annual salary, 1st year (lay) teacher with a B.A.	$11,121	$14,045
Average (lay) teacher's salary	16,325	22,667
Merit Pay		
Schools which consider merit in determining salary	7.2%	4%

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Based on Q2.1 and Q2.3

a larger percentage of Hispanic teachers than public schools do. These findings parallel those found among students—Catholic schools have a lower percentage of Black students and a higher percentage of Hispanic students than do public schools.

Comment

Much of what is reported in this volume has economic implications of some kind, and none is more serious than the question of providing high quality teachers for Catholic high schools. Both practical and ethical considerations are involved in the question of teacher compensation. As a result of the shift from predominantly religious faculty to predominantly lay faculty, the cost of providing teachers has risen. The difficulty of matching needs with available dollars for salaries has severely taxed many schools. If schools are not able to offer competitive salaries, rapid turnover in faculty is likely. This may take its toll on the educational process, perhaps in ways not yet visible. If Catholic schools are to compete in the marketplace for excellence in teaching, a way must be found to provide the dollars that will make Catholic faculty salaries competitive with those of other schools.

There is a second concern—one of justice—as regards compensation for teachers in Catholic schools. Current practice in some Catholic schools should be discussed in the light of the Church's social teachings.

One issue stems from the obligation of the Church to care for religious who have spent their lives in service to Catholic education. Compensation during their productive years in education is no longer adequate, if it ever was, to provide the care they require. New sources of funds must be found to prevent the injustice of penury from clouding their retirement years.

Another issue has to do with inequities in faculty benefits, such as medical insurance and sick leave. Benefit packages available to Catholic high school staff may not address their needs, and policies for granting exceptions may be inflexible. Increasingly, employers are offering a "menu" of benefits, allowing employees to select the ones they prefer. It is possible that Catholic high schools could provide more equitable and appropriate benefits for their faculty with little or no increase in cost to the school.

A third issue is the disparity between salaries paid to religious and those paid to lay teachers. Is the disparity too great? Is the disparity just? Should compensation be made on the basis of lifestyle or of work performed? Would justice be better served through an arrangement other than the present one?

A final issue, closely related to the preceding one, has to do with the compensation of all teachers, but particularly of lay teachers. Catholic schools have benefited, for many years, from the dedicated service of people—both lay and religious—who are committed to the Catholic educational enterprise. Many lay teachers remain in Catholic schools even though their skills, gifts, and experience could command teaching positions offering higher salaries. They stay out of a sense that their work is ministry. The question is whether it is just to impose on the commitment and good will of these people, by continuing to pay them wages that are less than just.

These questions of justice, to some extent interrelated, are facing the Catholic educational world and must be addressed. The new pastoral letter, now in draft form, "Catholic Social Teaching and the U.S. Economy," raises once again the concern of the Church for just compensation. How the principles enunciated in this pastoral letter apply to the topics raised here would be an appropriate topic for discussion and implementation at the local, diocesan, and national levels.

CHAPTER 4

Academic and Co-curricular Programming

Highlights

Eighty percent of Catholic high school students are enrolled in a college preparatory or academic program.

About 9 percent of Catholic high school students enroll in a general program.

About 10 percent of Catholic high school students are enrolled in a vocational or business program, a percentage similar to that for public high schools (11%).

Eighty percent of high schools offer calculus. Fifteen percent of students take it.

One-third of students take the third year of a foreign language. Sixteen percent take a fourth year.

Nearly half of all schools have no graduation requirements in fine arts.

One in four students (28%) do course work in computer programming.

An estimated 83 percent of graduates enter college.

In number of co-curricular activities offered, boys' schools and girls' schools are about equal, although the types of activities offered differ.

In general, single-sex schools offer a larger number of co-curricular activities than do coed schools.

The most marked differences between small and large schools are in the availability of college credit courses and special programs for the gifted and talented, both of which are more often found in the large schools.

One useful way to describe Catholic high schools is to document the programs—both academic and non-academic (co-curricular)—that they offer. The information provided in this chapter is quantitative; programs are counted and their frequency in American Catholic high schools reported. These numbers, though they lack the color and variety actually present in the offerings they report, give an important indication of school mission and priorities in Catholic high schools nationwide.

Academic Programs

One of the common concerns in recent studies of American education is the "softness" of the academic curriculum. The National Commission on Excellence in Education, in *A Nation at Risk*, states:

> Secondary school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose. In effect, we have a cafeteria-style curriculum in which the appetizers and desserts can easily be mistaken for the main courses. Students have migrated from vocational and college preparatory programs to "general track" courses in large numbers. The proportion of students taking a general program of study has increased from 12 percent in 1964 to 42 percent in 1979.
>
> This curricular smorgasbord, combined with extensive student choice, explains a great deal about where we find ourselves today. We offer intermediate algebra, but only 31 percent of our recent high school graduates complete it; we offer French I, but only 13 percent complete it; and we offer geography, but only 16 percent complete it. Calculus is available in schools enrolling about 60 percent of all students, but only 6 percent of all students complete it.[1]

The National Commission's report speaks essentially about public high schools. Whether a trend away from academic rigor typifies the Catholic high school has not been addressed adequately in other research. But results of this survey indicate that the warnings in *A Nation at Risk* cannot be applied with the same force to Catholic schools as to public schools. Evidence discussed in this chapter confirms the presence of an academic purpose in Catholic schools. Justification for the charge of watering down the curriculum is hard to find.

ACADEMIC PROGRAM EMPHASES

Three program emphases or "tracks" are common in America's high schools. The *college preparatory* program is usually the most rigorous. It prepares students for further study by concentrating on the traditional areas of English, history, science, mathematics, and foreign languages. To some extent, this track is the high school equivalent of a liberal arts education. The *general* program includes more electives and fewer requirements than the college preparatory track. By the late 1970s, about 40 percent of high school students in American schools were enrolled in a general program, up from 12 percent in the late 1960s.[2] The *vocational* program is designed for students who plan to seek full-time employment immediately after graduation. In most vocational programs, a core of academic courses is required, but the number of academic requirements is reduced to allow time for five or six required job-related courses. Common vocational programs include industrial arts, home economics, and business.

Although the tracks have similar names, their content in Catholic high schools (particularly in the general and vocational tracks) is likely to be different from the content offered in public schools. Thus, direct comparisons between Catholic and public schools should be made with caution.

Principals were asked to indicate the percentage of high school seniors enrolled in each of these programs. Data on comparable tracks in public schools are reviewed by Boyer in *High School*.[3] Although the public school data are three or four years older than the Catholic school data, differences between them in the academic and general program areas are significant. The comparison is drawn below. (The Catholic school vocational program percentage combines the business and vocational-technical categories included in this survey.)

Percent of CHS and PHS students pursuing three tracks (Q1.20)

	% CHS Students	% PHS Students
College Preparatory (or Academic)	80.4%	46.5%[4]
General	9.0	42.5
Vocational	9.9	11.0

Catholic high schools in general place a premium on an academic curriculum. Some schools go further; 275 of the 910 responding schools (30%) report themselves to be exclusively college preparatory. In Catholic and public schools, roughly equivalent percentages of students take a vocational program.

COURSE REQUIREMENTS

The emphasis placed on a college preparatory or academic program is reflected in course requirements. Principals were asked to compute the number of clock hours required for graduation in each of seven curriculum areas (Q1.26). National Catholic high school averages are listed below. These average clock hours have also been translated into "Carnegie Units" (one unit equals 120 hours, which is equivalent to a full year's course work, or 36 weeks × 4 classes per week × 50 minutes per class).

CHS graduation requirements (Q1.26)

	Required clock hours (average, per school)	Clock hours translated into Carnegie Units (average, per school)
Computer science	15	0.13
English	546	4.55
Fine arts	63	.52
Foreign language	156	1.30
History/social sciences	365	3.04
Mathematics	302	2.52
Religion	429	3.51
Science	253	2.10

On the average, students in Catholic high schools take about 4½ years of English, or the equivalent of nine semesters. Thus, during at least one semester, the average student takes two English courses. They also take 3½ years of religion, 3 years of history/social sciences, 2½ years of mathematics, 2 years of science, 1⅓ years of foreign language, and ½ year in the fine arts.

In some subject matter areas, Catholic high schools vary considerably in graduation requirements, as the figures below show.

CHS graduation requirements (Q1.26)

	% CHS with no graduation requirements	% CHS requiring 1-2 years (120-240 clock hours)	% CHS requiring 2 years (241 clock hours or more)
Computer science	82%	2%	1%
English	0	2	98
Fine arts	49	21	4
Foreign language	44	20	34
History/social sciences	1	11	84
Mathematics	1	26	69
Religion	1	6	89
Science	1	39	51

The greatest variation in school requirements occurs in the areas of fine arts and foreign languages. Nearly all Catholic high schools require at least one year of mathematics and one of science, and the vast majority also require two or more years of English and history/social sciences. Religion continues to be given high priority in Catholic high schools. Coursework in this area, of course, is one of the distinctive features of Catholic high schools. Nearly all schools require more than two full years of religion.

COURSE OFFERINGS

Graduation requirements are one measure of Catholic high school academic life. Another is the courses offered. Principals were given a list of 40 high school courses that might be offered in their school. The list was not intended to be exhaustive. English classes, for example, some of which are offered in all or nearly all high schools, are not listed. Exhibit 4.1 lists the percentage of schools offering courses in mathematics, science, and languages. Exhibit 4.2 gives findings for religion, fine arts, and other courses. Both exhibits include the percentage of students in the class of 1983 who took the course.[5]

The recent study, *High School and Beyond*, provides data for comparing this information with course offerings in public high schools.[6] Exhibit 4.3 presents comparisons on 11 representative course offerings. Catholic schools are considerably more likely than other schools to offer calculus, third year Spanish, and third year French. In only one of the 40 courses studied, driver training, are public schools more likely than Catholic schools to offer a course. These

EXHIBIT 4.1: Selected Course Offerings

	% schools offering course	% class of 1983 who took course during high school years
Mathematics		
Algebra, first year	99%	91%
Algebra, second year	99	68
Calculus	80	15
Geometry, plane and/or solid	91	84
Science		
Biology (intro course w/lab)	99	91
Chemistry (intro course w/lab)	98	57
Physics (intro course w/lab)	93	29
Languages		
French, first year	87	25
French, second year	86	22
French, third year	76	11
French, fourth year	61	5
German, first year	29	4
German, second year	28	4
German, third year	20	2
German, fourth year	17	2
Spanish, first year	94	49
Spanish, second year	93	44
Spanish, third year	83	20
Spanish, fourth year	67	9
Greek, first year	3	0.4
Latin, first year	54	10
Russian, first year	3	0.4

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Based on Q4.1

EXHIBIT 4.2: Selected Course Offerings

(Religion, Fine Arts, and Other Courses)

	% schools offering course	% class of 1983 who took course during high school years
Accounting	86%	24%
Computer programming	71	28
English as a second language	13	2
Environmental studies	23	5
Family life or sex education	78	69
Remedial English	60	9
Remedial mathematics	63	9
Typing	96	62
Black studies, Hispanic studies, or other course on culture or history of one or more minority groups	19	8
Church history	84	75
Doctrine	96	90
Morality	99	94
Sacraments	98	92
Scripture	99	93
Art (history &/or appreciation)	57	27
Art (studio instruction)	83	24
Music (history &/or appreciation)	53	25
Music (instrumental or vocal)	76	18

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Based on Q4.1

EXHIBIT 4.3: Course Offerings: Catholic and Public Schools Compared

	% Catholic High Schools	% Public High Schools
Mathematics		
Geometry	91%	96%
Algebra, second year	99	97
Calculus	80	47
Science		
Chemistry	98	96
Physics	93	90
Languages		
Third year Spanish	83	46
Third year French	76	39
Third year German	20	20
Other		
Ethnic or black studies	19	16
Family life or sex education	78	69
Driver training	74	89

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Public data from High School and Beyond data file.
CHS Q4.1

findings indicate that Catholic high schools tend to provide a particularly rigorous curriculum, offering traditional academic courses at a rate equal to or greater than other schools. In offering advanced courses (e.g., calculus, third year languages) Catholic high schools are particularly distinctive.[7]

Catholic high schools provide students with a strong menu of courses in traditional academic areas. The schools are unique in requiring an in-depth religion curriculum. The present study did not explore in detail what Catholic schools offer by way of technical or vocational courses. That issue was addressed in *High School and Beyond*. As the figures below clearly demonstrate, more public schools are likely to offer such non-academic courses.[8]

CHS and PHS non-academic offerings compared

	% CHS offering course	% PHS offering course
Driver training	63%	89%
Home economics	50	97
Auto mechanics	8	50
Wood or machine shop	4	89

SPECIAL AND ALTERNATIVE PROGRAMS

Some Catholic high schools provide special programs for students with special needs. The programs accommodate different types of students, ranging from those with learning disabilities to those who are gifted and talented.

Percent of CHS offering special programs (Q4.3)

College-credit courses taught at high school	49%
Program for gifted and talented	49
Student foreign exchange program	42
Program for students with learning disabilities	19
Courses taught in Spanish (other than Spanish language courses)	4
Program for mothers or expectant mothers	7
Program for fathers or expectant fathers	2

Some Catholic high schools also offer credit for learning experiences that take advantage of community resources. These alternatives expand the breadth of the Catholic high school curriculum at relatively little cost.

Percent of CHS offering alternative programs (Q4.3)

Course work at a college or university	61%
Off-campus community service activities for credit	46
Course work at a public high school	37
Off-campus work experience for credit	24

STUDENT COURSEWORK

Initially this chapter focused on what Catholic high schools offer their students in the academic area and what is required of them for graduation. But what courses do Catholic high school students actually take? Exhibits 4.1 and 4.2 list the percentages of the graduating class of 1983 who took each of 40 courses at some time during their four high school years. (Percentages are based on principals' estimates, not on investigation of students' transcripts.) These findings stand out:

- Biology (91%) is the most frequently taken science course.
- Nearly all students (91%) take first year algebra, and two-thirds (68%) take second year algebra. Most (84%) also take geometry.
- While 80 percent of Catholic high schools offer calculus, 15 percent of students actually take it. Although this percentage is low, it is higher than that for public high school students, as shown in Exhibit 4.4.
- Nearly all high school students take each of four religion courses:

Doctrine	90%
Morality	94
Sacraments	92
Scripture	93

- More than two-thirds (69%) take a family life or sex education course.
- While most schools offer remedial English (60%) and remedial mathematics (63%), only a small minority of students take them (9% English; 9% mathematics).
- Most students take foreign languages. Assuming that the percentage figures for language are discrete (e.g., those who take French are different students from those who take Spanish or German), almost three-fourths of Catholic high school students take two years of a foreign language. However, since some students undoubtedly take more than one language, the true percentages would be somewhat lower.

Percent of class of '83 taking foreign language (Q4.1)

First year	89%
Second year	70
Third year	33
Fourth year	16

- Spanish is the dominant language studied in Catholic high schools. Nearly half (49%) of all students take first year Spanish, as compared to 25 percent who take first year French and four percent who take first year German. Ten percent take first year Latin, and one percent or less take Russian or Greek.
- Fine arts appears to be given low priority in Catholic high schools. As noted earlier, on the average, high schools require only one semester of fine arts, and nearly half (49%) of all schools have no graduation requirements in this area. When principals were asked to rank order, in terms of importance, each of 14 educational goals for their high schools, "developing aesthetic appreciation" was, on the average, the lowest ranked of all 14 goals (Q1.38). Not surprisingly, then, the percentages of students taking fine arts courses are relatively low. No data on fine arts enrollments in public schools have been located. Anecdotal evidence provided by Boyer in the Carnegie Foundation study on American high schools suggests that the neglect of fine arts is also an issue in public schools:

> During our school visits, we found the arts to be shamefully neglected. Courses in the arts were the last to come and the first to go. While some school districts had organized magnet schools for talented students, only one comprehensive high school we visited included art as a requirement for graduation. Nationwide, it is only rarely required.[11]

- Only 28 percent of students do course work in computer programming. It is likely that, in the future, there will be more demand for these courses. Most schools appear capable of accommodating this change; 71 percent currently offer computer programming courses, and most have obtained equipment necessary for instruction in this area. (See chapter 8 for a description of computer resources in Catholic high schools.)

STUDENT COURSEWORK: PUBLIC AND CATHOLIC SCHOOLS COMPARED

Exhibit 4.4 shows the percentage of graduating seniors who have taken specific courses in the areas of mathematics, science, and languages. In all eight cases, the percentage of Catholic high school students is considerably larger than the percentage of public school students. The differences are particularly marked in geometry, second year algebra, calculus, and foreign languages.

Exhibit 4.4 gives percentages for Catholic high schools in two ways: (1) the percent of the class of 1983 according to the principals' estimates, and (2) the percent of seniors in the class of 1980 who self-reported course completion, as reported in the *High School and Beyond* studies. These two sources of data yield similar results in mathematics and science. A major discrepancy appears in the foreign language data. Principals claim a much higher completion rate than do students themselves. This difference could be due to several factors. Data in *High School and Beyond* were gathered in the spring of 1980. At that time, many seniors may have been enrolled in a third year of language but had not officially completed it. If this is true, the senior data may under-report completed coursework for the class of 1980. Whatever the explanation for the discrepancy, however, both sets of figures show that more students in Catholic high schools than in public schools take a third year of language. The only ambiguity is in the magnitude of the difference. Taking even the most conservative estimate, Catholic high school students are twice as likely as public school students to take a third year of language study.

EXHIBIT 4.4: Student Coursework: Catholic and Public Schools Compared

(by percent of students taking course)

	Class of '83 CHS	Class of '80 CHS	Class of '80 PHS
Mathematics			
Geometry	84%	84%	53%
Algebra, second year	68	70	42
Calculus	15	11	6
Science			
Chemistry	57	53	37
Physics	29	23	18
Languages			
Third year Spanish	20	7	3
Third year French	11	6	2
Third year German	2	1	1

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Based on data from High School and Beyond and CHS Q4.1

ACADEMIC PROGRAMS: SOME CONCLUSIONS

Academic programming in Catholic high schools can be characterized in a number of ways. Four of the most salient features are listed below.

1. Catholic high schools continue to require substantial instruction in religion. Nearly all schools (89%) require more than two years of religion courses.
2. Catholic high schools place a high priority on preparation for further education. This is reflected in the preponderance of students (80%) enrolled in a college preparatory track; rigorous graduation requirements in science, mathematics, English, and history and the social sciences; and in the percentages of students who take advanced coursework (e.g., calculus, third year languages).

3. Catholic high schools do not offer technical or vocational courses to the same extent as public schools do.
4. In Catholic high schools, fine arts is given lower priority than other academic areas.

Catholic high schools offer more coursework than public schools in religion and philosophy, family life and sex education, and community service programs. This third area is worth highlighting. More than 90 percent of Catholic high schools offer experience in community service, and many make it a requirement. Boyer, in *High School*, considers service an essential component of the public high school curriculum but finds it almost entirely absent.[10]

The indictment of American secondary education presented by the recent National Commission on Excellence in Education does not appear to apply to Catholic high schools. It cannot be said that the Catholic high school curriculum lacks purpose; it clearly emphasizes college preparation and faith development. It cannot be said that students in Catholic high schools have migrated to a general track, when only 9 percent are enrolled in this kind of program. It cannot be said that Catholic high school students avoid taking rigorous, advanced courses when relatively high percentages of students take calculus and a third year of language.

How has the Catholic high school maintained these high standards? Part of the answer lies in the student population it serves. There is evidence that students entering Catholic high schools are more academically motivated than students entering public schools.[11] Further, Catholic schools may choose their students. This translates into the possibility of choosing to spend little on remedial education and serving students who already value academic pursuits. Other factors certainly include teachers' commitment to academic excellence (see chapter 6), the value that principals (chapter 7) and parents (chapter 10) place on rigorous academic standards, and a social climate that honors academic achievement—a constellation of factors that create an environment strongly conducive to learning.

It is beyond the scope of this portion of the study of Catholic high schools to look at student outcomes. The study provides no direct information about what students learn or how student outcomes compare to those found in other high schools. That is the task of the *High School and Beyond* study sponsored by the National Center for Education Statistics. The results of this massive, government-funded project are equivocal. Some investigators find that Catholic high schools are superior in academic achievement, while others find no differences once student "input" differences are controlled.[12] One way to assess the impact of Catholic high schools is to look at what students do after graduation. Because Catholic high schools place a high priority on college preparation, one desirable outcome would be high college enrollment rates. Percentages of Catholic high school and all American high school students who enter college, the labor market, and the military are listed below. The Catholic data are based on principals' estimates of post-graduation activity of the class of 1983, and total American data are based on 1980 high school seniors' post-graduation plans.[13]

Post-graduation activity of high school students (Q3.36)

	% CHS Class of 1983	% all U.S. students Class of 1980
Enter higher education	83%	52%
Full-time work	11	32
Military	2	3
Vocational or technical school	6	6
Other	—	7
	100%	100%

Clearly, Catholic high school students are considerably above the national norm in seeking higher education. While part of this difference is explained by the characteristics of students who choose to attend Catholic schools, certainly another part is explained by the coherent, solid, rigorous academic programs that Catholic high schools continue to offer.

Co-curricular Activities

What co-curricular programs do Catholic high schools offer? Exhibit 4.5 compares coeducational and single-sex schools on 12 non-athletic activities. Four activities can be found in more than 90 percent of all high schools:

Student yearbook	98%
Academic honor societies	95
Dramatic performance groups	91
Religious organizations	91

Some activities vary by school composition. Boys' schools are more likely than girls' schools to offer band, computer clubs, orchestra, student newspaper, and varsity debate. Girls' schools are more likely to offer chorus or choir, dramatic performance groups, foreign language clubs, and religious organizations. Overall, in the number of activities offered, boys' and girls' schools are about equal, though there are differences in the type of activity. Both boys' and girls' schools generally offer more co-curricular activities than do coed schools.

EXHIBIT 4.5: Co-curricular Organizations

(by percent of schools offering them)

	Coed Schools	Boys' Schools	Girls' Schools	All Schools
Academic honor societies (e.g., National Honor Society)	96%	94%	93%	95%
Band	64	67	23	54
Chorus or choir	78	63	91	79
Computer club	49	74	31	49
Dramatic performance groups (drama or dance)	90	88	92	91
Foreign language club(s)	75	69	80	75
Orchestra	22	34	20	24
Religious organizations (e.g., ministry teams, liturgy club, service club)	89	92	96	91
Student newspaper	81	93	88	85
Student yearbook	98	99	99	98
Thespians or drama club	61	70	68	65
Varsity debate	28	52	29	33

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Based on Q4.10

Exhibit 4.6 lists percentages of schools offering various varsity athletics. Several significant findings appear.

- Football is common but not universal. It is offered in 78 percent of coed schools and 81 percent of boys' schools.
- The most universally offered sport is basketball, occurring in more than 90 percent of all schools.
- Nearly all sports are more likely to be offered in a single-sex school than in a coed school. This finding parallels that for non-athletic activities.
- Girls have *more* access than boys do to volleyball, gymnastics, and softball, and *less* access in other areas, including golf, ice or field hockey, soccer, and track.

To summarize, Catholic schools offer a wide range of co-curricular activities. This confirms other research showing that Catholic high school students have about the same access to co-curricular activities as do public school students.[14]

EXHIBIT 4.6: Varsity Athletics

(by percent of schools offering them)

	Coed Schools	Boys' Schools	Girls' Schools
Baseball — boys'	87%	92%	—%
Football — boys'	78	81	—
Wrestling — boys'	45	57	—
Basketball — boys'	97	97	—
Basketball — girls'	95	—	91
Swimming — boys'	21	58	—
Swimming — girls'	26	—	43
Golf — boys'	68	80	—
Golf — girls'	42	—	13
Gymnastics — boys'	5	9	—
Gymnastics — girls'	12	—	35
Ice Hockey — boys'	13	38	—
Field Hockey — girls'	8	—	20
Lacrosse — boys'	2	12	—
Lacrosse — girls'	1	—	7
Softball — boys'	13	16	—
Softball — girls'	76	—	86
Soccer — boys'	50	87	—
Soccer — girls'	32	—	40
Tennis — boys'	62	84	—
Tennis — girls'	65	—	71
Track — boys'	80	96	—
Track — girls'	78	—	60
Volleyball — boys'	11	21	—
Volleyball — girls'	78	—	91

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Based on Q4.10

The Impact of School Size on Academic and Co-curricular Programs

One important question about curricular offerings is related to size: Can smaller Catholic high schools keep up with their larger counterparts in offering rich academic and co-curricular programs? A significant number of very small Catholic high schools dot the American landscape (about 30% enroll 300 or fewer 9th-12th grade students). Smaller schools have fewer teachers, smaller budgets, and fewer physical facilities than larger schools. Do these factors take a toll on program offerings?

Exhibits 4.7-4.10 help answer this question. First, school size has relatively little impact on students' access to specific courses. As shown in Exhibit 4.7, student coursework is remarkably stable across five school size categories. Students in smaller schools (under 300, 300-500) are as likely as other students to take advanced courses (e.g., calculus, third year languages), and they are more likely to take courses in the fine arts. They are also more likely to take typing. In only a few areas (sex education, computer programming, physics) are small-school students less likely to take coursework. Overall, it appears that small-school students have about the same access as students in larger schools to a solid academic core. Exhibit 4.8 shows that academic life, as measured by academic programs and graduation requirements, remains quite constant across size categories. Small schools tend to have greater clock-hour graduation requirements, particularly in science and the fine arts. The conclusion is that a strong academic emphasis is typical of Catholic high schools, regardless of size.

EXHIBIT 4.7: Relationship of School Size to Student Coursework

(by percent of students taking course)

	School Enrollment in Grades 9–12				
	Under 300	301–500	501–750	751–1000	1000+
	(*N*=241)	(*N*=214)	(*N*=174)	(*N*=139)	(*N*=112)
Physics	25%	25%	25%	35%	31%
Biology	**91**	**92**	**92**	**90**	**91**
Calculus	**15**	**14**	**14**	**16**	**15**
French, third year	**12**	**12**	**10**	**12**	**11**
German, third year	**1**	**1**	**1**	**3**	**2**
Spanish, third year	16	21	20	23	20
Latin	**11**	**11**	**9**	**10**	**9**
Computer programming	23	23	26	32	30
Art (history and appreciation)	29	29	31	22	25
Art (studio instruction)	28	28	26	24	21
Music (history and appreciation)	27	30	27	27	21
Music (instrumental or vocal)	25	19	16	19	18
Typing	69	63	65	60	59
Minority history or culture	**8**	**10**	**7**	**6**	**8**
Family life or sex education	57	66	70	73	70
Remedial English	**6**	10	9	10	9
Remedial mathematics	**9**	**10**	**10**	**9**	**9**

Note: Courses in **boldface type** show variation of less than 5% from lowest to highest percentages of students taking the course.

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Based on Q4.1

EXHIBIT 4.8: Relationship of School Size to Graduation Requirements and Academic Programs

	School Enrollment in Grades 9–12				
	Under 300	300–500	501–750	751–1000	1000+
	(*N*=241)	(*N*=214)	(*N*=174)	(*N*=139)	(*N*=112)
Academic Program	*(Percent of students enrolled)*				
Business	8%	8%	8%	5%	9%
College preparatory	76	78	82	85	79
General	13	11	8	7	9
Vocational	3	2	2	2	3
Subject Matter Area	*(Average clock hours required for graduation)*				
Computer science	23	15	11	10	15
English	556	555	542	525	535
Fine arts	69	69	67	52	41
Foreign language	168	174	128	158	138
History/social sciences	378	369	355	357	359
Mathematics	314	306	288	299	295
Religion	425	432	434	423	424
Science	272	256	242	243	235

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Based on Q1.20 and Q1.26

In offerings beyond the traditional academic courses, school size makes a difference. Exhibit 4.9 shows that smaller schools are less likely than larger schools to offer special programs. The most marked differences between smallest (under 300) and largest (over 1000) schools are the availability of college credit courses at the high school and programs for gifted and talented students. Programs for gifted and talented students are offered by one-third of very small schools and by two-thirds of the very large schools.

EXHIBIT 4.9: Relationship of School Size to Special Programs

(by percent of schools offering program)

	School Enrollment in Grades 9–12				
	Under 300 (N=241)	300–500 (N=214)	501–750 (N=174)	751–1000 (N=139)	1000+ (N=112)
Driver education	69%	68%	77%	80%	85%
College credit courses taught at high school	37	42	51	63	63
Programs for gifted and talented	33	41	53	70	64
Student foreign exchange program	39	39	43	40	51
Courses taught in Spanish	3	6	2	4	4
Program for mothers or expectant mothers	5	4	12	7	13
Required drug education	52	61	67	76	72
Course work at a college or university	58	61	66	61	56
Course work at a public high school	39	33	38	32	41
Off-campus community service activities for credit	38	46	48	56	46
Off-campus work experience for credit	19	26	32	23	21

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Based on Q4.3

A similar trend occurs in some co-curricular activities. As shown in Exhibit 4.10, small schools are much less likely to offer band, orchestra, a student newspaper, drama club, varsity debate, and foreign language clubs. However, chorus or choir, student yearbook, and academic honor societies are nearly as common in small schools as in large ones.

EXHIBIT 4.10: Relationship of School Size to Co-curricular Activities

(by percent of schools offering activities)

	School Enrollment in Grades 9–12				
	Under 300 (N=241)	300–500 (N=214)	501–750 (N=174)	751–1000 (N=139)	1000+ (N=112)
Academic honor societies	91%	95%	98%	96%	98%
Band	35	44	57	79	81
Chorus or choir	77	78	81	81	79
Foreign language club(s)	59	72	83	83	91
Orchestra	12	14	24	38	49
Student newspapers	75	82	88	92	99
Student yearbook	95	100	100	99	99
Thespians or drama club	47	64	68	74	86
Varsity debate	16	30	34	43	59
Football — boys'	43	52	64	79	81
Basketball — boys'	71	63	74	86	86
Basketball — girls'	83	84	81	62	69
Soccer — boys'	24	31	49	70	79
Tennis — boys'	28	42	61	76	74
Tennis — girls'	42	57	72	51	58
Volleyball — girls'	73	71	72	52	61

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Based on Q4.10

The relationship of school size to athletics is more complex. Boys' athletic teams occur more often in larger schools; girls' athletic teams (except for tennis) occur more often in smaller schools. This is explained, in part, by the fact that a substantial percentage of small schools are girls' schools, and a substantial percentage of larger schools are boys' schools.

Small schools have to make some choices. The evidence suggests that they limit special programs and co-curricular activities rather than sacrifice offerings in the academic sphere. It appears that Catholic schools—regardless of size—concur on the essential nature of the academic core.

Comment

The data reported in this chapter will be good news to many—particularly educators whose memories stretch back to the 1960s, when Catholic high schools were popularly viewed as second-class, second-rate, and a pale copy of what good education was all about. In those days, Catholic educators found themselves continually responding to criticisms of Catholic high schools, coming from both inside and outside the Church. Catholic schools were accused of being too small, too "religious," and too sheltered from the world. Many of the questions came as smaller segments of the larger question, then being seriously raised, as to whether the Church's mission in schooling is a valid one.

To people who lived through that struggle and those who confront it now, this chapter will probably come as good news. It will vindicate their judgment in having believed and invested themselves in the viability of the Catholic secondary schools.

Nevertheless, although Catholic educators have much to be proud of, there are still questions to be asked. The most central of these is: Are all of the goals of Catholic education being met with the present curriculum offerings, the present set of requirements, and with the numbers of students who enroll in particular courses? Comparisons are sometimes dangerously satisfactory. Keeping up with and slightly ahead of the Joneses (read "public schools") in numbers of students who take some of the more academically demanding courses may offer a false sense of accomplishment.

Part of the mission of the Church is to bring about justice. But before justice can prevail, understanding among cultures, ethnic groups, and races must begin to grow. It is disturbing, therefore, to observe that only 19 percent of Catholic schools offer a course concentrating on the culture and/or history of any minority group. It is heartening that, in schools where such courses are offered, many students enroll. But in 81 percent of Catholic schools, no such opportunity is offered.

A second question concerns the mission of the Church to the world. Presumably, studying a foreign language indicates an interest in another culture and helps prepare one to communicate with people in other parts of the world. Yet only 16 percent of students in Catholic high schools take the fourth year of a foreign language. Is this satisfactory? Although the percentage surpasses by a comfortable margin the proportion of fourth year language students in public schools, 16 percent seems small for a Church that takes a universal world view.

A third question has to do with the fine arts. If the Church is educating whole persons, is it not reasonable to expect more attention to instruction in the arts? To be sure, about half the schools include some fine arts coursework in their graduation requirements, but about half do not. A person who has had no formal contact with any of the fine arts cannot be considered fully educated. It may be impractical to expect Catholic schools to offer majors in fine arts. Nonetheless, to address some of the intangibles of life, some of the beauty and terror and poetry of life, an introduction to the non-verbal world should be included in the education of every Catholic student. Perhaps a more concentrated effort to integrate liturgical services based on the aesthetic, non-verbal world would be helpful here.

Finally, an education that prepares students for an increasingly complex world should include some familiarity with the basic elements of computer technology. No doubt this is coming; Catholic schools have already begun to acquire equipment that will make computer education available. Knowing how to use a computer, like knowing how to use a library, can become part of one's learning how to learn. Thus, Catholic high schools must focus attention on integrating this new technology if students are to be equipped for the present-day world.

CHAPTER 5

Religious Education

Highlights

- Men and women religious are twice as likely to head religion departments as lay teachers.
- Most schools require one religion course per semester.
- Approximately half of Catholic high school classes begin with prayer.
- Overall, ample opportunity is provided for religious services.
- Principals report strong emphasis on the three dimensions cited as central in *To Teach As Jesus Did:* message, community, and service.
- Principals rank "building community" first, "spiritual development" second, as goals for their school.
- Nearly half of seniors (46%) are involved in some kind of service program during their senior year.
- Analysis of the effect on these three areas of a variety of school characteristics fails to reveal any systematic relationship with socioeconomic status, academic performance, or any of a number of other school factors.

In Catholic secondary schools, religious education is a *sine qua non*. Unless the education that occurs in Catholic schools is entirely or partly religious education, the enterprise may be seen as offering little more than an approximation of what is available, free, in the local public schools. Readers who care about Catholic education, therefore, will bring considerable interest and concern to this chapter. Are Catholic high schools offering truly *religious* education? In order to answer the question, it is necessary first to ask another. What criteria can be used to measure the success with which principals bring the religious mission of their schools to fruition? What goals do they, or should they, have?

In 1972, the National Council of Catholic Bishops promulgated a pastoral letter entitled *To Teach As Jesus Did.* There the Bishops stated:

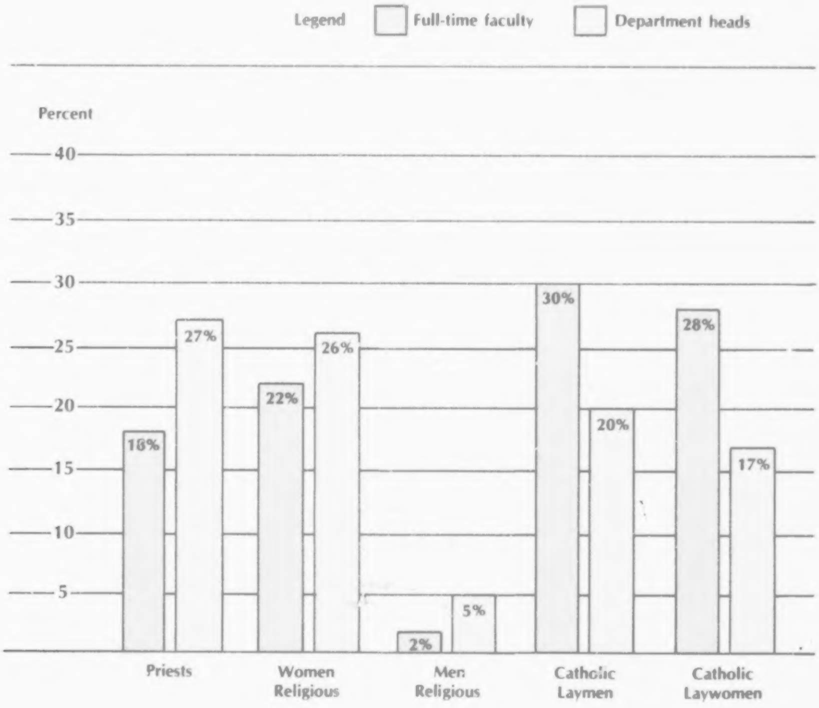
> The educational mission of the Church is an integrated ministry embracing three interlocking dimensions: the message revealed by God (*didache*) which the Church proclaims; fellowship in the life of the Holy Spirit (*koinonia*); service to the Christian community and the entire human community (*diakonia*). While these three essential elements can be separated for the sake of analysis, they are joined in the one educational ministry. Each educational program or institution under Church sponsorship is obliged to contribute in its own way to the realization of the threefold purpose within the total educational ministry.[1]

The initial report of the degree to which this pastoral is being put into effect in departments of religion in Catholic high schools, like the report on academic and co-curricular offerings, will be in quantitative terms.

Characteristics of Religious Education Faculty

On average, Catholic high schools have three full-time religion teachers and about as many part-time faculty. As shown in Exhibit 5.1, about 30 percent are Catholic laymen, 28 percent Catholic laywomen, 22 percent women religious, 18 percent priests, 1.5 percent brothers, and about 0.5 percent non-Catholic (Q5.2). Fifty-seven percent of the full-time religion faculty have some form of graduate degree in religion or theology (Q5.3). The part-time staff is distributed across religious status categories in approximately the same way, except that there are more priests (27%) and brothers (10%) teaching religion part-time. Only 37 percent of part-time faculty have graduate degrees in religion or theology (Q5.3).

EXHIBIT 5.1: Religious Status of Religion Department Faculty and Heads



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Based on Q5.2 and Q5.6

Schools report overwhelmingly (96%) that they have separate departments of religion (Q5.5). The head of that department is twice as likely to be religious as lay (see Exhibit 5.1). The high percentage of religious chairing the religion department may be influenced in part by the fact that religious are much more likely than laity to have advanced degrees in a relevant field (religion or theology). Sixty-six percent of religion department heads have relevant graduate degrees (Q5.7).

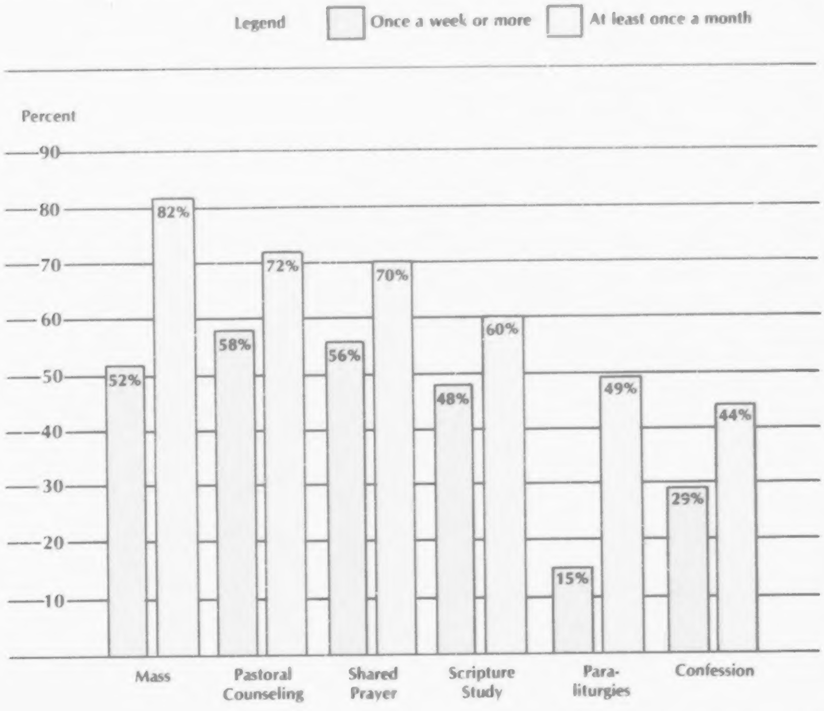
Religion Courses and Liturgical Services

One of the foundational differences between public and Catholic schools is that religious instruction and liturgical services, prohibited by law in the public school, are conducted in the Catholic school as part of the normal school day. How much of the student's day is devoted to specifically religious instruction or liturgies?

Most schools require one religion course per semester, with somewhat lower requirements in the senior year and for non-Catholic students. Mass is celebrated at least once a week in 52 percent of schools. Scripture study, shared prayer, and pastoral counseling are also made available once a week or more by half of the schools responding. (Whether "pastoral counseling" is consistently being distinguished from the availability of counselors for students is unclear.) Although half of the schools offer scripture study once a week or more, one-fifth of the schools report that their school provides no opportunity for scripture study outside the classroom (Exhibit 5.2); this constitutes a much higher "never" response than for any other religious activity listed.

In a majority of high schools, half or more of all classes begin with prayer (Q5.14). Fifteen percent report that all classes begin with prayer; only one percent say their classes never be-

EXHIBIT 5.2: Availability of Religious Services



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Based on Q5.11

gin with prayer. Perhaps the greatest effect of these prayers is in their reiteration. The constant presence of prayer holds up before students and faculty the overt acknowledgement of the unseen reality on which the school is built: the fact of the presence of God in life.

Further, about half the schools require all of their students (Catholic and non-Catholic) to attend at least some of their liturgical functions; 67 percent require Catholic students to attend all (Q5.12). Fifty-eight percent of schools require non-Catholic students to attend all liturgical services. Another 30 percent require it at some services. Only 12 percent of schools report that attendance at liturgies is voluntary for non-Catholics (Q5.13).

The impact of these courses and liturgical services on the students was not assessed at this time. The second part of the study will assess not only *what* the students believe (i.e., doctrinal content), but also *how* they believe it—their orientation toward religion, and whether and how they integrate it into their lives. Analysis of these data will then be possible in light of student outcomes.

Goals of Catholic Education

The "facts and figures" of religious education in Catholic high schools have been noted, but some of the less objective aspects of the topic should be considered. How well are high schools achieving the "threefold mission" described at the beginning of this chapter? After each of the three aspects of message, community and service has been considered, a component of all three—fostering social conscience—will be discussed.

MESSAGE

One way in which the message is conveyed is through the series of courses and worship services discussed in the previous section. Religion courses, however, deal largely with the content of faith—*what* is believed, the doctrines and traditions. But content is not enough. Process, the faith *by which* one believes, also is needed. How can this process be furthered?

At one point in the survey, principals were given a list of characteristics designed to assess how central religion is to their school. They were asked to rate seven statements on a four-point scale, from a low of 1 (not at all characteristic) to a high of 4 (characteristic to a high degree). The items and the ratings given to each of them are summarized in Exhibit 5.3. In addition, the ratings for each school were summed and a mean calculated for all seven. This figure is taken as a measure of the centrality of religious concern in a school, as expressed in part through administrative allocation of time and funds and in part through less tangible evidence. Eighty-four percent of schools rated themselves somewhere between 3.0 and 3.9, and the overall mean rating for all schools was 3.33.

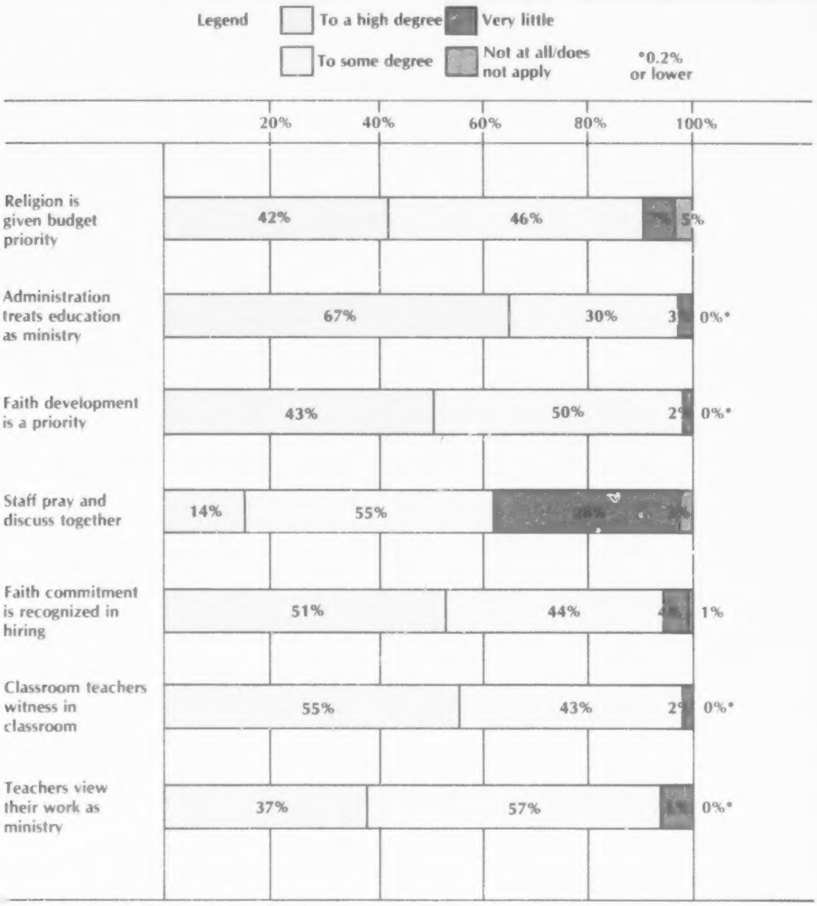
Two other global measures of this commitment were taken. When principals ranked the importance to them of various goals for the school, spiritual development was chosen as the second most important goal. At another point, they were asked how well they felt this goal is being met. Their responses are detailed below.

Principals' ratings of their schools in promoting faith development among students (Q14.32)

Outstanding	12%
Quite good	54
Satisfactory	29
Fair	5
Poor	0

Across a wide range of measures and areas, principals consistently report that their schools consider religion to be important, that it has a direct and important impact on what they do and who they are. They believe the message is conveyed not only in a formal or didactic sense but also in a living and applied sense that permeates the school at many levels.

EXHIBIT 5.3: Some Religious Characteristics of Schools



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Based on Q5.21

COMMUNITY

The emphasis on "sacred tradition" as an authority in interpretation and practice and the centrality of communal liturgy as an expression of the faith reflect an understanding of religion in which the community of believers is understood to be part and parcel of the religious experience.

The survey defined the idea of community as "frequent evidence of concern, support, appreciation, and regard existing among staff, students, and constituent families." As we will see in chapter 6, on each of a number of measures, principals rated a spirit of community within the school for its importance as an educational goal and for the success of their own schools in meeting that goal. In ranking a series of goals, 35 percent of principals ranked "building community among faculty, students, and parents" as their most important educational goal. This is particularly striking in that no other educational goal was ranked first by more than 19 percent of principals (Q1.38).

It is clear that the concept of community is very important in Catholic high schools; the vast majority of principals perceive it as a central aspect of their mission, one on which considerable concern and attention is focused.

SERVICE

The third dimension of the educational mission noted by the pastoral letter with which this chapter began is service. A Christian community that believes and loves itself has still failed if it has not ensured that this love is also turned outward to those in need. As noted in the Introduction, recent critiques of public school secondary education have called for emphasis on service as part of public education.[2] Service is an integral part of nearly all Catholic high school programs: 93 percent of schools offer service opportunities for their students. In almost half the schools, off-campus service programs can be taken for credit (Q4.3).

Across the four years of high school, increasing percentages of students avail themselves of this opportunity, from slightly less than a quarter in the freshman year to nearly one-half in the senior year. This is all the more interesting in light of the relative rarity with which such participation is required for graduation; 80 percent of the principals stated that no hours of service are required for graduation (Q5.20). Thus, the majority of students involved in service projects are not doing so merely to fulfill graduation requirements. This suggests that the schools are succeeding in promoting concern for others as integral to the faith.

Reports from individual schools indicate that outstanding service is being rendered by Catholic high school students to older citizens, in hospitals, in day care centers, and in an array of other areas of service. High school students are taking leadership in community blood drives, adopting grandparents, participating in live-ins in Appalachia, and running sports clinics for the retarded. These experiences are not easily amenable to statistical analysis. It is inevitable, though, that as students participate in such activities, vast amounts of learning are taking place.

FOSTERING SOCIAL CONSCIENCE

The goal of religious education in the schools is not simply to get specific service projects accomplished. It is not to introduce the students to people whom they would not otherwise meet. It is not to introduce them to conditions of need they would not otherwise encounter. It is not even to give them confidence in their own ability to help others. Further, it is not simply to see that they attend Mass and other liturgical celebrations with appropriate frequency. Although some of these things happen through the religious education programs of the schools, the primary significance is greater. One of the chief goals of religious education in the schools is to make a lifelong difference in the students' sensitivities to injustice and in their commitment to improvement of the welfare of others. Measuring progress toward that goal is an important task, but not an easy one. Frequency of behaviors of various kinds—religious observances or service projects—is one piece of evidence about the way in which the social conscience of Catholic high school students is being formed, but only one.

Survey questions were framed to explore, in ways that are less numerable, the intentional actions of schools in promoting the growth of social conscience—the way in which the school has internalized the principles of social justice (Q5.31).

Ninety-three percent of principals say that the social teachings of the Church inform their school's philosophy, goals, or yearly objectives. Sixty-nine percent of them say that their school has conducted in-service staff development activities, at some time in the past five years, on the social teachings of the Church. Seventy-three percent say that a prospective teacher's view of Catholic social principles is an important criterion in evaluating him or her for appointment to the faculty.

Following those rather global declarations of the inclusion of the Church's social teaching in carrying out the program of the school, principals encountered questions of a more specific nature. They were asked to declare whether each of a list of questions had been intentionally examined from a social justice perspective by the school's board or staff.

The religion curriculum has been examined from that perspective in 91 percent of schools. The school's discipline procedures have been looked at in the light of the Church's social teaching in 84 percent of schools. Eighty-one percent of schools have looked at their faculty salary and benefits, and 78 percent have looked at their financial aid policies and procedures from a social justice perspective. More than half of schools have applied the test of Church social teaching also to their admissions policies, grading system, school governance procedures, competition in academics and athletics, and their grading system. Although more than half of schools have examined the social studies curriculum for its consonance with the perspectives of social justice, fewer than half have examined the science and English curricula for the same reason.

The more rigorous question, of course, is not whether an area has been examined in the light of the philosophy, but whether specific action has been taken to implement that philosophy. Percentages of principals who said that specific changes had been made to reflect the Church's social doctrines are given below.

Percentages of schools making changes in the past five years to reflect Church social doctrines (Q5.30)

Addition of service projects	81%
Addition of extra-curricular programs or projects that give students opportunity to learn about issues of social justice	73
Development of specific learning activities that infuse justice-related values, concepts, and skills into the curriculum	71
Addition of new courses that address issues related to the Church's social teachings	70
Changes in financial aid policies or practices to provide more assistance to poor or minority students	67
Curriculum changes in departments so that that they more directly or substantially address social issues	64
A thorough evaluation of the curriculum to discover how well it addresses the Church's social teachings	64
Changes in admissions policies or practices to attract more economically disadvantaged or minority youth	46

Impact of School Characteristics

One interesting issue remains for this chapter: Is the commitment to religious education influenced by other characteristics of the school? Two possibilities suggest themselves. Religious education might be stressed more heavily in schools in which students are more motivated or exhibit less disruptive behavior. If that were the case, one might expect dedication to religious education to be associated with schools with higher academic achievement, lower disciplinary problems, and the like. The other hypothesis would be just the opposite: In the absence of the ability to attain high scholastic standards, schools *instead* emphasize religion more.

To address these questions, analyses were undertaken to try to find relationships between the measures of religion, community, and faith development discussed above and any of the school characteristics listed below.

- percent of minority students enrolled
- male/female student ratio
- academic performance of the students (based on average standardized test scores, percent of students taking advanced classes, and percent going on to college)
- number of disciplinary problems
- fiscal health of the school (income divided by expenditures)

- per pupil expenditures
- socioeconomic status of the students
- percent of non-Catholic students
- whether a school is private, parochial, inter-parochial, or diocesan[3]

No relationships were found.[4] This lack of relationship is, in fact, good news. It indicates that neither of the possibilities suggested above is reflected in the results of the present survey. Emphasis on religion, faith development, and community are related to each other, but not to the characteristics of the students or the school.[5] Schools that emphasize the centrality of religion, faith development, or community tend to stress all three, regardless of the characteristics of the student body, the identity of the school's operating authority, or the school's fiscal characteristics.

Comment

A number of concerns relevant to religious education, in terms of course content and co-curricular programming, were addressed in chapter 4. Here, the goals, concerns, policies, and practices of Catholic secondary schools have been examined and compared with the goals and concerns expressed in the pastoral letter, *To Teach As Jesus Did*. The survey results imply that it is not likely that any observer would mistake the surrounding requirements, expectations, and atmosphere of a Catholic high school for those of a public school. In almost all Catholic schools, religion courses are included among the academic requirements.

Participation in liturgies, retreats, and community service activities is, if not required, at least encouraged. Principals report that an atmosphere of care, concern, support, and regard prevails among students, staff, and constituent families in the overwhelming majority of Catholic schools. Examination of a number of the survey results in comparison with the criteria from *To Teach As Jesus Did* indicates that the concerns of that document appear strong and constant across the spectrum of Catholic high schools.

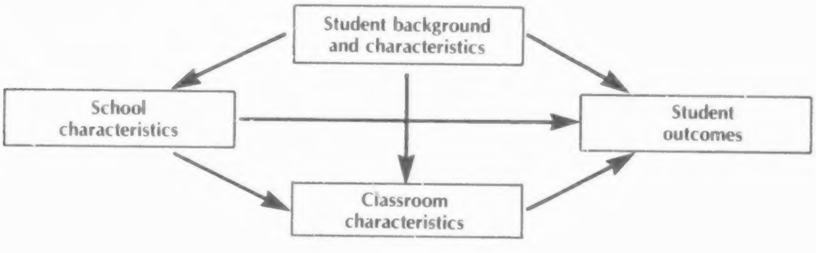
CHAPTER 6

School Climate

Highlights

- In all Catholic high schools, students are given a written statement about rules and discipline.
- On the average, schools annually expel only one percent and suspend less than three percent of their students.
- Catholic schools experience fewer behavior problems than most public schools.
- Academic excellence is a value widely shared among students, teachers, and administration, regardless of student background characteristics.
- About three-quarters of Catholic high schools report a strong sense of community.
- Most administrators report that their schools are characterized by high student and teacher morale.

The success of a young person's education, as with the success of a summer vacation, often has a good deal to do with the prevailing climate. What are the factors that promote student growth and learning? While the question is as old as the concept of schooling, recently there has been an upsurge of effort to address it. The answer is obviously complex. One way to approach it is shown in the diagram below.


Student background and characteristics
School characteristics
Student outcomes
Classroom characteristics

What a student learns is shaped, in part, by what he or she brings to school in the way of background, including such factors as ability, past performance, learning resources in the home, and parental support for education.[1] Certain school-wide characteristics such as curriculum offerings, requirements, facilities, per-pupil expenditures, class size, and style of leadership also influence achievement. Further, what goes on in the classroom makes a difference—the teaching methods used and time devoted to task, for example.[2] Each of these elements, to some extent, affects the others.

Another aspect of school that is gaining considerable attention has an impact on student outcomes. It is a more elusive factor, less amenable to precise definition and measurement. It is sometimes referred to as the atmosphere of a school, its character or ambience. The term used in this report is "school climate." Historically, there is no consensus on its dimensions.[3]

This study identified and sought the principals' estimates of six factors related to school climate. These are a mixture of prevailing values, norms, expectations, and attitudes present in a school.

The six are: discipline policy, order (the number and frequency of discipline problems), academic expectations, degree of structure, morale (or satisfaction), and sense of community. Other elements that might be considered part of a Catholic high school's climate have been discussed in other chapters. Religious life, for example, covered in chapter 5, and quality of facilities and resources, covered in chapter 8, are both related to school climate.

It is reasonable to assume that each of these climate dimensions has something to do with student outcomes, though no conclusions can be drawn at this point. Student outcomes will be examined in Part II of the project, during which students' and teachers' points of view will be explored and an assessment of student achievement made. That information will be used in determining how climate influences student beliefs, values, life skills, and academic achievement.

DISCIPLINE POLICY

Every Catholic high school surveyed reported that the school sets standards of conduct, puts those standards in writing (Q7.14) and distributes them to students and teachers (Q7.15, Q7.16). More than half the schools enforce the following rules:

School policies in force (Q7.19)

	% CHS with rule
Rules about student dress	99%
Students prohibited from leaving school or school grounds during school day	93
No smoking by students in school or on school grounds	86
Visitors required to sign in at main desk	83
Hall passes required	57

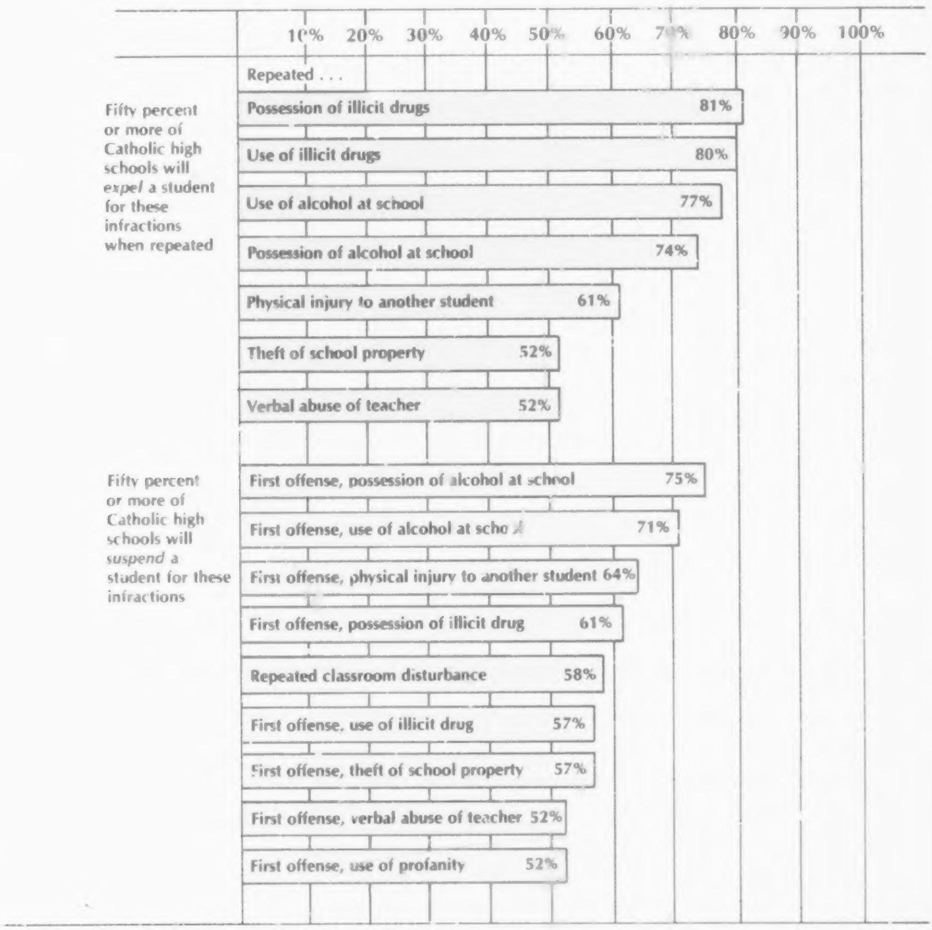
School expulsion and suspension policies were examined for each of 29 student behaviors. Expulsion was defined as "asking a student to withdraw permanently;" suspension means "the student is asked to leave school for a period of time but is permitted to come back to the school." Exhibit 6.1 lists the 16 behaviors that lead to expulsion or suspension in more than one-half of Catholic high schools. Findings that stand out are listed below. (Results for all 29 behaviors are given in Appendix B, Q7.18.)

- Students are rarely expelled for first offenses. The major exception is in the use of illicit drugs at school (34%) or possession of illicit drugs at school (30%).
- The most universal policies regulate substance abuse. Eighty percent expel for repeated use of illicit drugs and 77 percent for repeated use of alcohol. Three-quarters suspend students for first offense possession of alcohol.
- Rejection of religious doctrine is grounds for suspension or expulsion in only 12 percent of schools.

- Becoming pregnant (7%) or fathering a child (6%) does not usually lead to expulsion. However, 27% of schools expel for getting married. (Handling of these cases is often mandated by diocesan policy.)

There is evidence that, in addition to establishing and communicating rules, Catholic high schools tend to enforce them. Eighty-four percent of principals claim that "discipline is a strong emphasis at this school," and 89 percent claim that "deviation by students from school rules is not tolerated."[4]

EXHIBIT 6.1: Disciplinary Infractions That Merit Expulsion or Suspension in 50 Percent or More of Schools



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Based on Q7.18

DISCIPLINE PROBLEMS

Principals report that discipline is a relatively minor problem. Perhaps it is minor because Catholic high schools communicate and enforce a code of conduct and because attendance is a matter of choice. Exhibit 6.2 shows percentages of principals who evaluate 13 different discipline problems as serious, moderate, minor, or non-existent. No more than five percent view any at-school behavior as "serious." The one away-from-school behavior included in

EXHIBIT 6.2: Student Behavior Problems

(by percent of principals reporting degree of seriousness for each problem)

	% Serious	% Moderate	% Minor	% Not at all
Student use of alcohol away from school	20.7	49.4	25.5	4.3
Student use of drugs away from school	5.1	38.9	50.2	5.7
Repeated failure to prepare daily class assignments	2.8	36.6	54.6	5.9
Absenteeism	2.8	17.1	60.9	19.2
Vandalism to school property	2.1	7.9	66.5	23.5
Cutting a class without permission	2.0	3.5	62.5	32.0
Robbery or theft	1.8	10.9	66.1	21.1
Student use of drugs in school	1.7	4.1	57.6	36.6
Student possession of weapons	1.6	0.1	10.6	87.7
Student use of alcohol in school	1.6	2.7	43.8	51.9
Verbal or physical abuse of teachers	1.6	1.5	38.9	58.0
Rape or attempted rape	1.5	0.7	1.7	96.1
Physical conflicts among students	1.0	2.0	54.1	42.9

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Based on Q7.17

the list of 13—alcohol use away from school—was seen by 21 percent as a serious problem. Absenteeism (17%) and repeated failure to do homework (37%) are "moderate" problems in a minority of schools and are rarely reported as serious.

One way to evaluate these findings is to compare them to reports provided by principals in public schools. In the 1980 *High School and Beyond* study, samples of both public and Catholic school principals responded to a set of student behavior questions.[1] Below are listed percentages of principals in 1980 rating four problems as "serious" or "moderate." For comparative purposes, 1983 figures (Q7.17) for Catholic schools are also listed.

Comparison of CHS and PHS problems rated as serious or moderate

	1980 Assessments		1983 Assessment
	Public high schools	Catholic high schools	Catholic high schools
Student absenteeism	57%	15%	20%
Cutting classes	37	5	6
Vandalism of school property	25	14	10
Verbal abuse of teachers	10	5	3

The reports by Catholic high school principals are quite similar for 1980 and 1983. Either set of figures shows that these behavior problems occur considerably more often in public school settings (although it should be noted that the public school data are three years older than the CHS data). This strengthens the evidence that Catholic schools generally maintain an orderly environment.

Because of the relative absence of serious behavior problems, Catholic high schools rarely expel or suspend students. On the average, a school expels for disciplinary reasons less than one percent of its students each year (Q7.10) and suspends less than three percent of its students (Q7.11).

An orderly school environment allows teachers to spend time teaching rather than maintaining order. Eighty percent of principals estimate that teachers in their schools spend only "a little" time maintaining order. Only one percent estimate that teachers spend "a great deal" of time on keeping order, and six percent report that their teachers spend no time at all on it (Q9.10).

ACADEMIC EXPECTATIONS

The importance of academic achievement is evident in Catholic high schools' course offerings and requirements, as described in chapter 4. It is also evident in several other ways. Sixty-one percent of schools "always" or "usually" consider academic record in making admissions decisions (Q7.5), although other factors are reported to be equally important. The relative stress on academic performance also can be seen in the behavior of teachers.

Principals were asked to judge the degree to which teachers constantly press students to do their best. On a scale of 1 to 10, with 10 as very true of the school, 92 percent of principals rated the press for excellence at 6 or above. On a similar scale, 92 percent of principals rated at 8 or above the truth of the expectation at their school that students will do homework; 58 percent of them marked it a 10.

Catholic high schools are populated with academically motivated students, as reported on another pair of 10-point continua. Eighty-eight percent of principals gave "students place a high priority on learning" a 6 or above (with 10 as "very true of this school"). To "teachers find it difficult to motivate students," 68 percent of principals responded with 4 or below, with 1 as "not at all true of this school." While there is some variation, responses are clearly tilted toward the "motivated" side.

The evidence is strong that seriousness about academic work is a widely-shared value in Catholic high schools. But it is also important to note that there are relatively few casualties in these academic environments. One might expect high schools to lose many students who cannot succeed in this kind of setting. On the contrary, the average Catholic high school lost only 1.5 percent of its students during 1982-1983 for "academic difficulties" (Q7.13). One likely explanation is that Catholic high schools admit—or attract—academically competent students—that is, students who can survive in an academic environment. Another likely factor is that teachers in Catholic high schools tend to accompany their high expectations with willingness to give individual attention; 95 percent of principals gave their teachers high marks for this.[9]

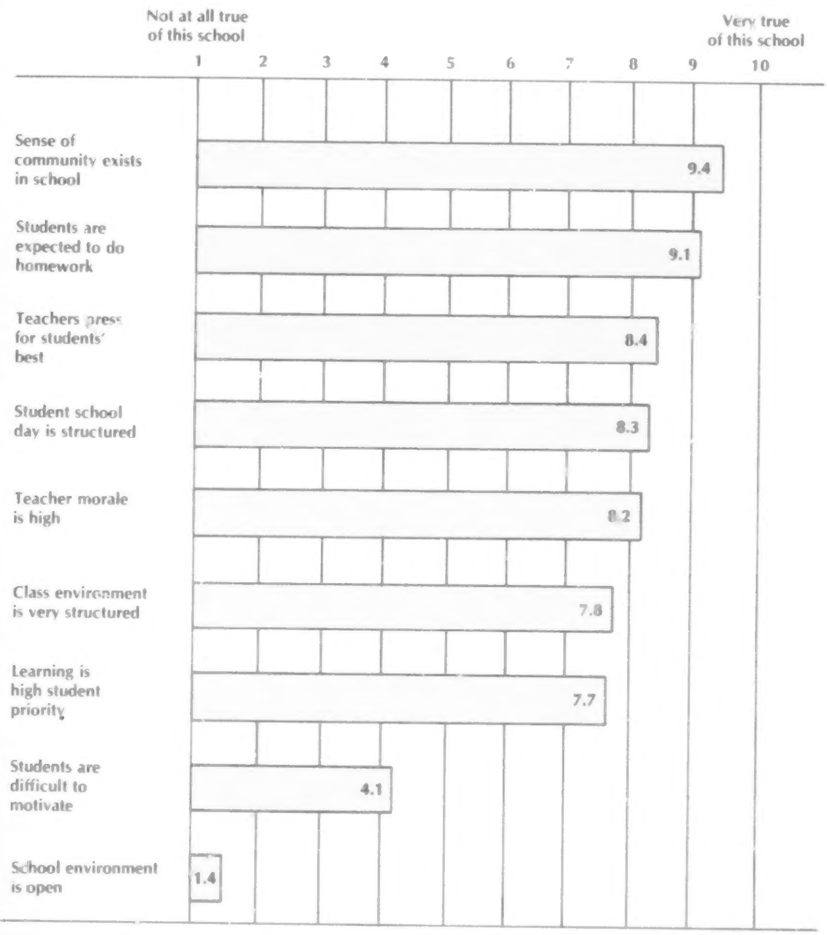
STRUCTURE

School climate can also be characterized by the degree of structure in the learning environment. One measure, for example, is the amount of control students have over how and what they learn or the extent to which they have freedom of movement. Responses to three questions indicate that Catholic high schools lean heavily toward structure.

Exhibit 6.3 presents a number of indicators of school climate, ranked on a 10-point continuum in which 1 represents "not at all true" and 10 represents "very true of this school." Sixty-nine percent of principals said that the classroom environment in their schools is very structured, all of them marking 8 or above on the continuum. Seventy-seven percent rated their school at 8 or above on the applicability of the statement that the students' "school day is very structured." An interesting split occurs in ratings of the school environment as "open," with students free to miss class or leave the school grounds. Ninety-seven percent of principals marked 3, 2, or 1 on the continuum, while only two percent marked 8, 9, or 10. Essentially no responses fell at the middle of the continuum (4-7). (See Exhibit 6.3 for mean ratings.)

Four dimensions of climate have been examined. The results reveal that most Catholic high schools are characterized by clear and enforced rules, order, academic expectations, and structure. It is, on the average, a highly controlled environment. At first glance, some observers might assume that such a climate would be cold and unappealing. But an examination of the sense of community and the level of morale in Catholic high schools indicates that that is not the case.

EXHIBIT 6.3: Principals' Ratings on Selected Elements of School Climate



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Based on Q9.9 and Q9.11

COMMUNITY

From the principal's point of view, another hallmark of Catholic high schools is a sense of community. This was verified by teachers in a recent, independent study of a national, representative sample of high school instructors.[7]

In different parts of the survey, principals were asked two questions about community. In the earlier instance, they were asked to estimate the degree to which staff and students experience a deep sense of community. Forty-eight percent responded "to a high degree," and 50 percent "to some degree." The second question invited principals to locate their school on a 10-point scale, with 10 as high sense of community. Ninety-two percent rated their schools at 7 or above. (See Exhibit 6.3.)

In the final section of the survey, principals evaluated 45 areas of school life. On the two community-related questions, most principals gave their schools positive ratings.

Principals' ratings of two community-related areas of school life, by percent (Q14.21, 14.38)

	Outstanding	Quite Good	Satisfactory	Fair	Poor
Creating a caring and benevolent school environment	27%	50%	20%	3%	0%
Building a sense of community among students and staff	23	49	22	6	0

Overall, on all indicators of sense of community, about three-quarters of principals gave their schools high marks. A number of factors probably influenced these findings. These include shared perspectives about the religious and academic mission of Catholic schools, the relatively small size of schools, the purposeful effort to create community, most schools' homogeneity of student and staff religious backgrounds, the teachers' commitment to paying attention to individual student needs, and the fact that a student has chosen to be there and also has been chosen. How community is tied to other school characteristics is explored later in this chapter.

To define precisely what "community" means is difficult, and therefore difficult to measure well. Most principals believe that a sense of community is partly or wholly descriptive of their schools. An educated guess as to the meaning of "community" for most staff and and students in Catholic high schools is that they feel a sense of belonging, that their peers share some or most of their ideals, that they have developed meaningful relationships in the context of the school, and that they feel both cared for and caring toward others.

MORALE

Morale, or satisfaction, is closely related to a sense of community. The survey provides both direct and indirect evidence about morale. First, the direct evidence, presented by answers to four survey questions.

Principals were asked to estimate the percentages of students and teachers who could be said to have one of five different attitudes toward the school. The average percentages for each category are given below.

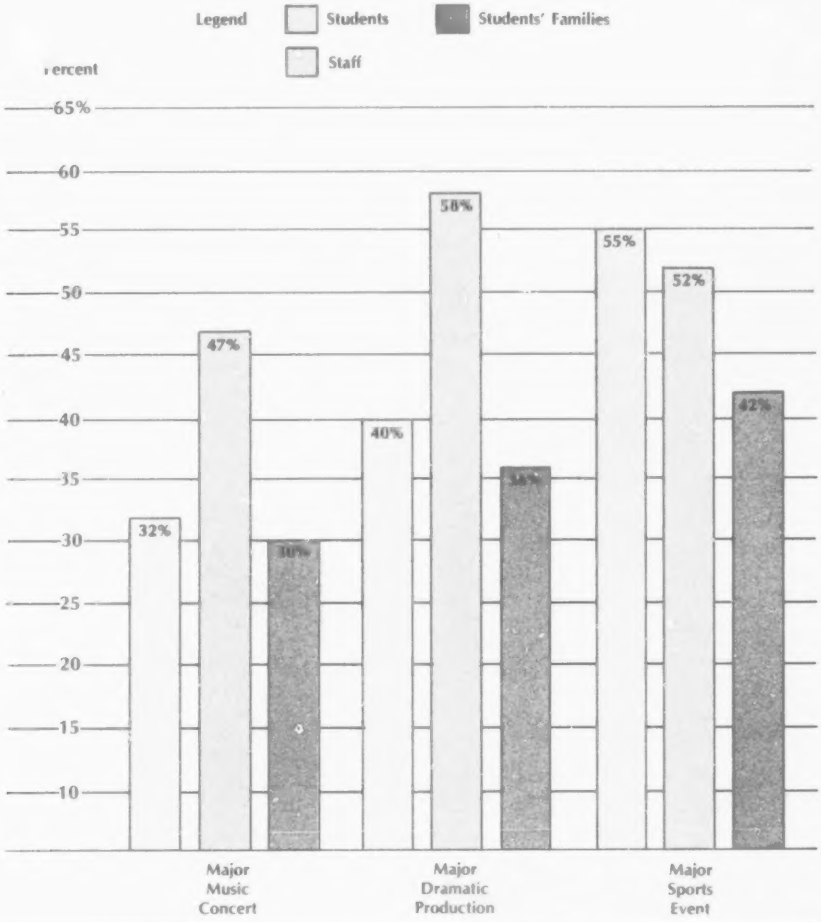
Principals' estimates of teacher and student attitudes toward school (Q9.1, Q9.5)

	Students	Teachers
Enthusiastic and proud	55%	66%
Satisfied	29	25
Neutral or ambivalent	10	6
Unenthusiastic	5	2
Rejecting or antagonistic	2	0

Another index of satisfaction is the rate of retention of students. Principals report that only one percent of their students left during or after the 1982-83 school year because of dissatisfaction (Q7.13).[8] The final question, reported in Exhibit 6.3, indicates that the mean rating of high teacher morale on a 10-point scale is 8.2. On this scale, 80 percent of principals rated high teacher morale at 8 or above.

According to principals, then, morale is strong among both teachers and students in most schools. Supporting evidence comes from principals' reports about how well school-wide events are attended. Exhibit 6.4 indicates national average percentages of student, staff, and family attendance at three kinds of events. These relatively high figures can be taken as one expression of high morale and strong sense of community.

EXHIBIT 6.4: Who Attends School Events?



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Based on Q9.2, Q9.3, and Q9.4

Distinguishing Features of Schools with Positive Climate

What, if any, are the special features of schools with positive climates? Is school climate related to school size, geographical region, gender composition? Is it related to the proportions of lay and religious teachers? Characteristics that distinguish schools with relatively high levels of four of the climate factors are listed below.

Schools with a relatively high sense of community tend to have:[9]

- smaller enrollments
- higher student morale
- higher teacher morale
- emphasis on religion
- emphasis on teaching about global concerns

Schools with relatively high rates of discipline problems tend to have:[10]

- lower student morale
- lower teacher morale
- more students who lack academic skills
- students who are relatively less academically motivated

Schools with relatively high student morale tend to have:[11]

- higher sense of community
- higher teacher morale
- academically motivated students
- fewer discipline problems
- emphasis on religion
- emphasis on teaching about global concerns

Schools with relatively high teacher morale tend to have:[12]

- higher sense of community
- higher student morale
- effective discipline policies
- emphasis on religion
- emphasis on teaching about global concerns
- lower rates of teacher turnover
- smaller proportion of lay teachers

On the whole, climate varies very little by school demographic characteristics such as size, gender composition, region, percentage of minority students, and percentage of low-income students. Positive climate tends to characterize Catholic schools regardless of these more structural features. The only exception is sense of community, which is *slightly* stronger in girls' schools and smaller schools.

As shown in the listings above, school climate is related to other features of school life. Some major conclusions are these:

- Sense of community, for both teachers and students, tends to be associated with morale.
- Community and morale are higher when (a) the school places high emphasis on the religious dimension and when (b) it gives prominence to global concerns (e.g., ecology, justice issues, awareness of minorities).
- Teacher morale does not show statistical relationship to salaries or fringe benefits.
- Discipline problems are more common in schools attended by less academically motivated students.

Comment

In a 1981 article in *Momentum*, Donald Erickson summarized findings that enumerate some of the common characteristics of the climate of Catholic schools. Erickson, in discussing his own work, says:

> Like Coleman we have found, among many other things, that students perceive themselves as treated more fairly in private schools, that teachers are more dedicated, that discipline is better, . . . and that academic achievement is more consistently pursued.[13]

Do the discoveries of the present study confirm or refute Erickson's findings? So far, they appear to confirm them. Reports provided by principals suggest that most Catholic high schools have a climate characterized, in the six areas probed in the survey, by the following:

- A strong emphasis on discipline
- An orderly environment (absence of behavior problems)
- Shared commitment to academics
- Structure
- A sense of community
- High teacher and student morale

One of the questions still unanswered is whether all of these characteristics must be present for the most desirable school atmosphere to prevail. What if one or more of these six is missing? The control that is common in Catholic high schools could lead to student rebellion or dissatisfaction. But it does not. What causes high morale? Perhaps it occurs because control is combined with a caring community and the knowledge that one is receiving a good education. Without the sense of caring or the assurance of high quality, the high degrees of control and structure might be counterproductive.

CHAPTER 7

Administration and Governance

Highlights

The vast majority of principals are priests or religious (73%). Women religious hold 40 percent of principalships, and priests and brothers hold 33 percent.

Private schools have a particularly high percentage of religious principals (88%), while interparochial schools have the lowest percentage (45%).

Principals who are religious are disproportionately represented in schools that have high minority enrollment or high low-income enrollment.

Administrative staff in Catholic high schools tend to be laity (51%), Catholic (95%) and male (58%).

Sixty-seven percent of school board members are laity.

Though 18 percent of students in Catholic high schools are minority, the minority percentages for administrators (3%) and school board members (5%) are much lower.

The success or failure of a school is closely linked to its leadership. Leadership includes (a) the school head (referred to here as "principal," although some schools prefer the term "superintendent" or "headmaster"); (b) other administrators (e.g., academic dean, admissions director, assistant principal, development director, dean of students), and (c) the school board. This chapter looks at some of the characteristics of these three sources of leadership and at principals' views of how decision-making authority is allocated in Catholic high schools.

The Principal

Otto Krushaar, in his groundbreaking work on non-public education, *American Nonpublic Schools: Patterns of Diversity,* describes the importance of the school head in non-public schools. He states:

> Whereas the public school principal characteristically is subject to the control of a central administration and guided by detailed, carefully spelled out procedures, the

> private school head works within an autonomous domain. In principle at least, the private school is directed from within and is responsible only to its own board, its clients and supporters, not to government bureaus or to the public at large. And since most governing boards of private schools customarily delegate board powers to the head—powers that reside legally in the trustees—it is the quality of the head or succession of heads that makes or breaks a school.[1]

Most would agree that this characterization is as true of Catholic high school principals as it is of principals in other non-public schools. While some Catholic high school principals are responsible to diocesan officials or pastors, they apparently enjoy a degree of administrative autonomy that more closely resembles that of other non-public school heads than of their public school counterparts. The autonomy of which Kraushaar speaks can be both an asset and a liability. It provides the kind of freedom from regulations and bureaucratic entanglements that enables a school head to do what he or she is supposed to do—lead. On the other hand, autonomy places a great deal of pressure on a principal. Without some of the supports normally provided by the central office in a public school setting, the Catholic high school principal often carries some (or all) of the responsibility for development, financial management, hiring, salary negotiations, and public relations. Added to the standard administrative tasks, these can make the principalship in a Catholic high school particularly taxing. Who are the people who take on this demanding task?

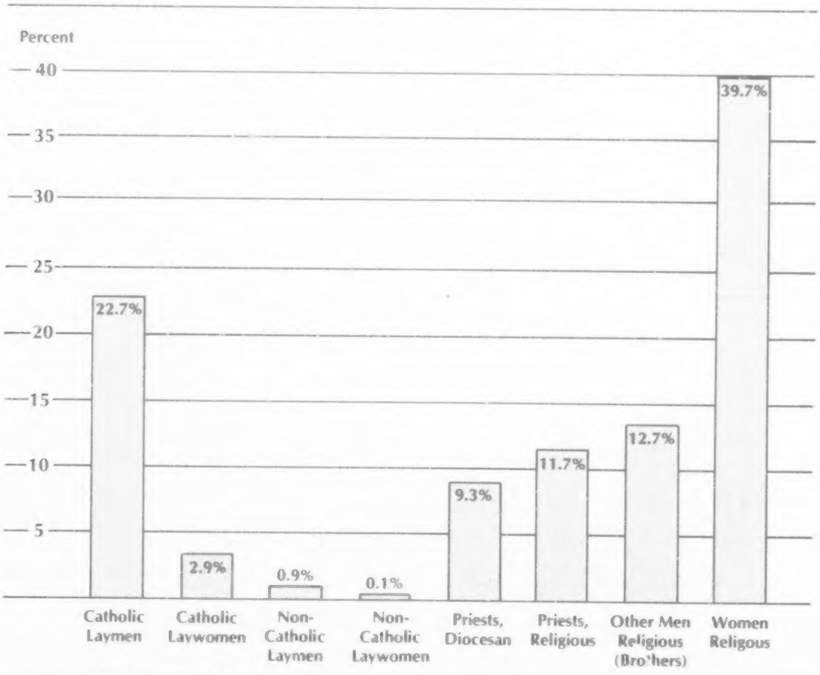
LAY, RELIGIOUS COMPARISONS

Exhibit 7.1 shows how principals are distributed across eight lay and religious categories. Women religious constitute the largest category (39.7%). When remaining categories are combined, we see that the other 60 percent are distributed as follows:

- 33 percent are priests or brothers
- 26 percent are Catholic laity
- 1 percent are non-Catholic laity

Overall, nearly three-quarters (73%) of principals are women or men religious.

EXHIBIT 7.1: Percentage of Principals in Eight Lay and Religious Categories



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Based on Q1.5

Percentages of lay and religious principals vary in important ways by school characteristics. The numbers below show percentages for four school types: diocesan, parochial, inter-parochial, and private.

Lay and religious principals in four school types (Q1.5)

Type of School	Number of Schools	% Lay Principal	% Religious (sister, brother, priest) Principal
Diocesan	354	36%	64%
Parochial	108	31	69
Inter-parochial	55	55	45
Private	368	12	88
	885		

Private schools have the highest proportion of religious in the principalship (88%). In about two-thirds of both diocesan and parochial schools, the principal is a woman or man religious. Only the inter-parochial schools have a preponderance of lay principals.

As shown in Exhibit 7.1, nearly 40 percent of principals are women religious. As shown below, women religious head more than half of all parochial and private high schools.

Percent of women religious principals in four school types (Q1.5)

School Type	% of Principals Who Are Women Religious
Diocesan	26%
Parochial	57
Inter-parochial	16
Private	51

PRINCIPALS IN SCHOOLS WITH HIGH MINORITY OR HIGH LOW-INCOME STUDENT POPULATIONS

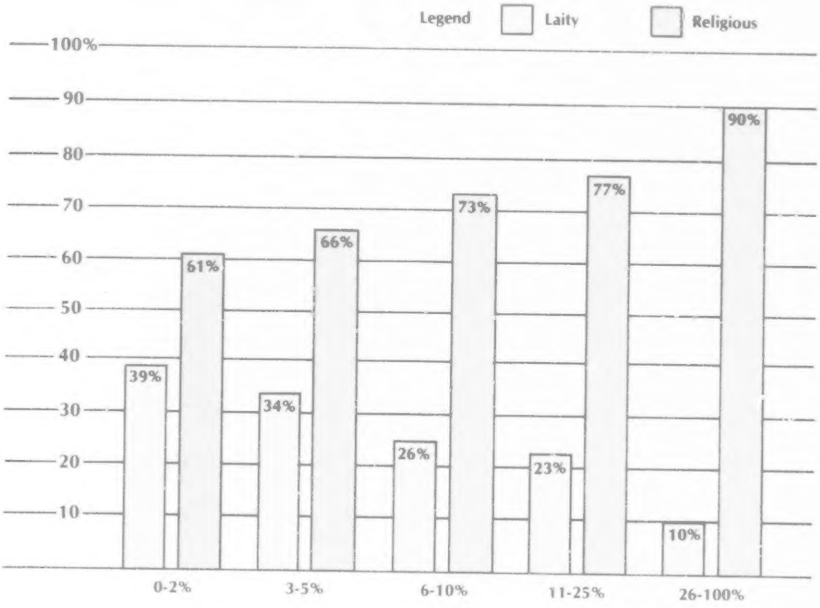
Exhibit 7.2 demonstrates that the percentage of principals who are religious tends to rise as the percentage of minority enrollment rises. In 90 percent of schools with particularly high minority concentrations (26% or more), principals are religious.

A similar relationship exists for percentage of students who come from low-income families (Q3.25). Principals who are religious are disporportionately represented in schools with high concentrations of low-income students: 69 percent of schools with no low-income students have a religious principal as compared to 85 percent of schools with over 20 percent low-income students.[2]

In schools with 26-100 percent minority enrollment, 36 percent of principals are men religious and 54 percent are women religious. Similarly, in schools with 21-100 percent families with incomes below $10,000, 23 percent of Catholic school principals are men religious and 62 percent are women religious.

These data do not indicate why religious principals are more likely to be found in schools with a high percentage of minority or low-income students. Perhaps some religious choose to serve in these communities because of strong personal convictions about social justice (which may in turn reflect the orientation of religious order). Another possible explanation is that these schools face particular financial strains and would benefit from principals who can offer contributed services. Therefore, disproportionate numbers of religious may be called to serve in these schools.

EXHIBIT 7.2: Percentages of Lay and Religious Principalships As a Function of Percent Minority Enrollment



The Catholic High School:
A National Portrait
NCEA, 1985

Based on Q1.5 and Q3.7

MALE/FEMALE

Fifty-seven percent of principals are men; 43 percent are women (Q1.5). While 40 percent of principals are women religious, only three percent are laywomen. In contrast, 24 percent of principals are laymen. In other words, a lay principal is eight times more likely to be a man than a woman.

EDUCATION

Ninety-seven percent of principals hold a master's or higher degree, as the numbers below indicate. Lay and religious principals are equally likely to hold an advanced degree.

Highest degree, Catholic high school principals (Q1.7)

Degree	% of Principals
Doctorate	5.9%
Educational specialist	4.2
Licentiate	0.7
M.A. or M.S. + 30 credits	50.5
M.A. or M.S.	36.3
B.A. or B.S. + 15 credits	2.4
B.A. or B.S.	0.1
Less than B.A. or B.S.	0

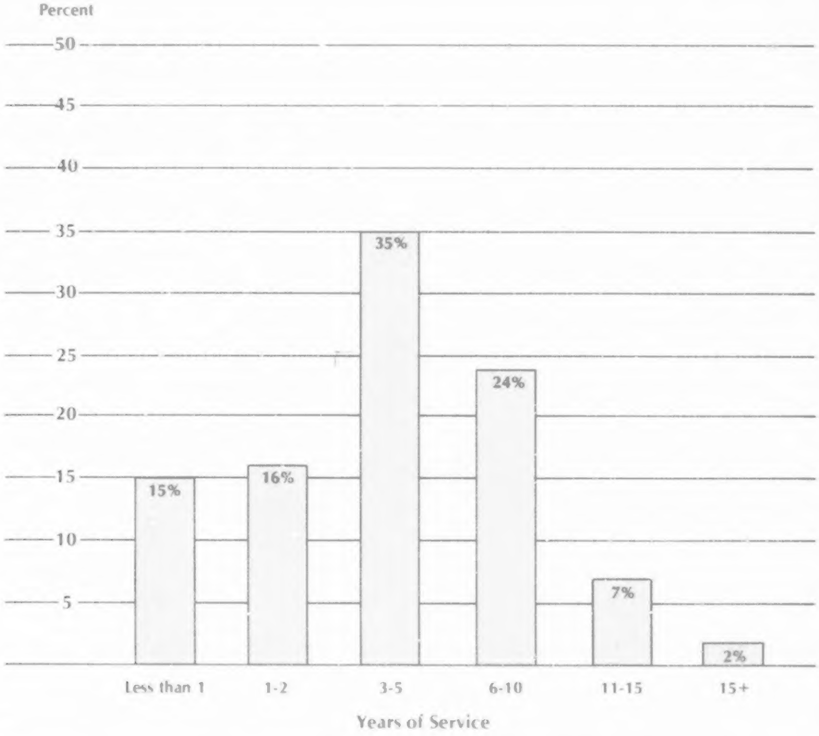
LENGTH OF SERVICE AS PRINCIPAL

A certain stability often attaches to length of service, and a certain excitement often accompanies change. The potential for equal amounts of stability and excitement appears to be present in Catholic secondary schools across the country. The average Catholic high school, in the past 10 years, has had about three different persons in the principal's position (Q1.6). Eleven percent have had just one principai, 38 percent have had two, 32 percent have had three, and 19 percent have had four or more.

Exhibit 7.3 demonstrates that about one-third of current Catholic high school principals have held their present position from three to five years. Principals in service longer than five years make up another one-third of the total group. The final third have been in their present position for two years or less. The survey did not investigate how and why changes in principalship occur. Whether or not change is disruptive also is not known. Such issues should be the focus of additional research.

Further information on the characteristics of schools and principals reported according to school type (private, diocesan, parochial and inter-parochial) will be found in later chapters, particularly in chapter 15.

EXHIBIT 7.3: Principal: Years in Present Position



The Catholic High School:
A National Portrait
NCEA, 1985

Based on Q1.8

Other Administrators

On the average, a Catholic high school has four staff members who serve at least half-time in administrative activity (Q1.9). These staff, besides the principal, include: academic dean, admissions director, assistant principal, athletic director, business manager, dean of students, development director, public relations director, superintendent, and vice principal. This list does not include chaplains, guidance counselors, or directors of religious formation.

This survey provides some basic demographic information on school administrators. All figures cited here are national percentages based on all administrators combined. Demographic characteristics of particular kinds of administrators (e.g., vice principal) were not measured in this study.

RACE AND ETHNICITY

Ninety-seven percent of administrators are white. Less than two percent are Hispanic and less than one percent are Black, as the numbers below indicate.

Racial/ethnic characteristics of administrators (Q1.10)

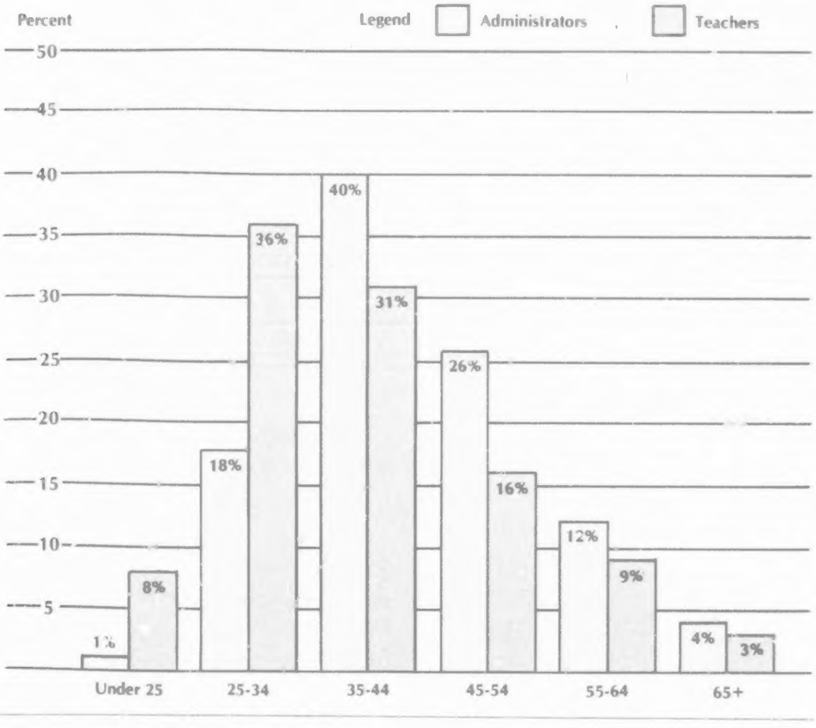
	Number of Administrators	% of Administrators
Native American	3	0.1%
Asian	11	0.3
Black	32	0.8
Hispanic	52	1.4
White	3486	97.3

Administrators are much less likely to be members of a minority (about 3%) than are students (17.7%). Given the fact that only five percent of teachers are members of a minority (as discussed in chapter 3), it is clear that minority students in Catholic high schools will find relatively few minority adult role models on staff.

AGE

Six out of 10 administrators are under 45 years of age. Only four percent are 65 or older. The age range with the highest percentage is 35-44 (40%). Administrators, on average, are somewhat older than teachers (see Exhibit 7.4). Whereas the highest percent of teachers are between ages 25 and 34, the highest concentration of principals is in the age group of from 35

EXHIBIT 7.4: Ages of Administrators and Full-Time Teachers



The Catholic High School:
A National Portrait
NCEA, 1985

Based on Q1.12 and Q2.5

to 44. Administration, of course, usually requires a successful apprenticeship of several years in the classroom, sometimes followed by a second apprenticeship in another administrative capacity before the person is ready to assume the principalship.

LAY/RELIGIOUS PERCENTAGES

Percentages of administrators for each of eight lay/religious categories are as follow:

Percentages of lay and religious administrators (Q1.11)

	National % of Administrators
Catholic layman	33%
Catholic laywoman	12
Non-Catholic layman	3
Non-Catholic laywoman	2
Priest, diocesan	5
Priest, religious	6
Man religious (not priest)	8
Woman religious	31

When categories are combined, the following conclusions are reached:

- 51 percent of administrators are laity; 49 percent are religious (priest, sister, brother).
- 95 percent of administrators are Catholic, and five percent are non-Catholic.
- 58 percent are men; 42 percent are women.

School Boards

Seventy-two percent of Catholic high schools have a school board, and 28 percent do not (Q12.1). Boards play a variety of important roles, from advisory functions on one end of the continuum to policy-making and control on the other. This section examines several characteristics of school boards. The next section will look at the areas of school life on which boards have influence.

BOARD COMPOSITION AND MEETING FREQUENCY

School boards average 14.5 members. One-third of school boards have 10 members or less; 14 percent have more than 20. Nationally, 33 percent of board members are women; 67 percent are men. Five percent are minority; 95 percent are white. Sixty-seven percent are laity.

In two ways, school boards do not fully represent the constituencies they serve (that is, students and their families). First, female representation on boards (33%) is far short of the percentage of female students (53%). Second, minority representation on boards (5%) is less than one-third the minority enrollment (17.7%).

Most boards meet at least monthly, as the numbers below indicate.

Frequency of board meetings (Q12.9)

Meeting Frequency	% of School Boards
Weekly	0.5%
Monthly	58.5
Quarterly	21.5
Several times a year	13.7
Annually	1.6
Other	4.3

BOARD INFLUENCE

Principals were asked to estimate whether "your board now has more or less influence on school policy compared with five years ago" (Q12.8). Sixty percent claim more influence, 6 percent perceive less influence, and 35 percent report "about the same as five years ago." These percentages do not vary significantly according to school type (diocesan, parochial, inter-parochial, private).

Decision-making

Principals were asked to indicate "the group or person that makes the *final* decision" in 11 different areas of school life (Q12.10). The principal could select one (or more, if the final decision is collaborative) of these: school board, diocesan or order official, principal or other school administrator, teachers, or parish pastor. Each of the following figures represents the percent of all principals who reported a group or person as making the final decision or collaborating in making the final decision.

Principals' perceptions of who makes final decision on each of 11 issues (Q12.10)

Issue	School Board	Diocesan or Order Official	Principal or Other School Administrator	Teachers	Parish Pastor
Allocating school budget	46%	19%	60%	4%	9%
Changing curriculum or graduation requirements	22	9	85	31	2
Determining overall curriculum	15	8	88	36	1
Hiring new teachers	7	6	95	8	3
Non-renewing of teachers	12	6	93	3	3
Renewing teacher contracts	10	6	93	2	4
Selecting the principal	41	61	7	3	9
Setting admissions criteria	25	9	83	15	3
Setting school goals and objectives	31	10	85	41	4
Suspending or expelling a student	6	4	97	9	4
Terminating teacher contracts	16	8	91	2	4
Average percent	**21%**	**14%**	**80%**	**14%**	**4%**

From the principals' point of view, considerable control and authority is vested in school administrators. On all issues except principal selection, "the principal or other school administrator" is most likely to make the final decision.

To derive a rough index of overall decision-making authority, the percentages for the 11 issues were averaged for each of the five groups or persons. The principal or other school administrator category averages 80 percent across the 11 issues, by far the highest of the averages. The second highest is for the school board at 21 percent. Teachers and diocesan or order officials average 14 percent. Some additional findings are these:

- According to principals, diocesan or order officials exercise most control in principal selection.
- According to principals, school boards exercise control most in allocating school budget, selecting the principal, and setting school goals and objectives.
- According to principals, teachers exercise control most in matters of curriculum and school goals.

These findings support the idea, as quoted from Kraushaar at the start of this chapter, that principals in the non-public sector are given broad powers which are likely to be much greater than those given to public school principals. In some ways, the typical Catholic high school principal may be, in responsibility and authority, more like a public school superintendent than a principal.

This survey does not show how teachers view their role in school decision-making. Principals indicate that decision-making authority is not widely shared with teachers. If principals are correct in this perception, some teachers may feel alienated, particularly when it comes to matters of curriculum and the hiring and firing of teachers. This possibility should be explored in further research.

VARIATIONS IN DECISION-MAKING BY SCHOOL TYPES

Does decision-making differ according to whether a school is diocesan, parochial, inter-parochial, or private? The following findings are based on analyses of principals' responses to question 12.10 for each of the four school types:

- School boards exercise considerably more control in decision-making in inter-parochial schools than in other school types.
- School boards exercise the least control in decision-making in private schools.
- Principals (or other school administrators) have the most decision-making power in private schools, although differences from diocesan and parochial schools are slight.
- In parochial schools, parish pastors exercise about the same amount of control as the school board, although each is considerably less influential than the principal.
- Diocesan or order officials are much more involved in decision-making in diocesan schools than in private schools.

Comment

The data on which this chapter is based provide knowledge about how decisions are made in Catholic high schools and who makes them. However, there is much more to be learned in these crucial and complex areas. Further examination of administrative style is needed. This would include how principals seek advice and counsel from teachers, school board, and parents and the extent to which democratization has developed in school governance—a trend Kraushaar contends has recently occurred in non-public education.[3] The role of teachers in decision-making, how conflict arises, and how it is resolved warrant further study.

Two important findings deserve widespread discussion. One is the relatively rapid turnover in principals. Does this phenomenon signal a problem to be addressed, or is the impact of turnover generally positive in that it gives schools new energy and focus? The second has to do with the number of minority administrators, board members, and teachers. To reiterate findings shared earlier, about 18 percent of Catholic high school students are minority, as compared to only four percent of teachers, five percent of board members, and three percent of administrators. One of the many ways Catholic high schools can effectively serve minority students is to ensure that decisions about curriculum, school policy, and school goals reflect the perspectives and concerns that minorities bring to Catholic schools. To accomplish this, it may be advantageous for schools to commit new energy to the task of increasing minority representation at teaching, administrative, and governance levels.

CHAPTER 8

Facilities and Resources

Highlights

Catholic secondary school buildings are relatively new. Half of Catholic schools occupy buildings whose original construction was completed after 1956.

Mergers have occurred in the history of 14 percent of Catholic high schools.

A change from single-sex to coed has occurred in 16 percent of schools; 40 percent of this change occurred in the '70s.

The estimated current market value of the buildings and grounds for all 1,464 Catholic high schools is seven billion dollars.

On occasion, 82 percent of Catholic high schools offer their facilities without charge for use in community events.

Twenty-two percent of Catholic high schools are located in areas where 25 percent or more of the population is Black. Fifteen percent are in areas where more than a fourth of the residents are Hispanic.

Large schools do not all have more specialized instructional facilities than small schools. The incidence of specialized facilities rises with size of school for only 16 facilities out of a list of 36.

All but a very few Catholic high schools have access to computer equipment; many of them know its value for administrative uses, but some are still in the process of learning the variety of ways in which it can be used in instruction.

Few would deny that the most powerful single element in education is the interaction between teacher and student—one mind guiding and interacting with another. However, it is also generally recognized that the effectiveness of even the finest teacher is severely restricted without adequate instructional equipment. Concepts, attitudes, and philosophies that are among the outcomes of a high-quality education can be conveyed with little more equipment than a place for people to talk, but the development of physical, technical, interpersonal, artistic, and business skills is also an important part of education. That development requires particular spaces and equipment. What spaces and equipment are available for the education of Catholic high school students?

Buildings

The first requirement, of course, is a building providing shelter, security, and a controllable environment. This section examines the age, cost, uses, and location of Catholic high school buildings.

HOW OLD?

Some of the high schools represented in the survey have a very long history. Two of them were established before 1800. Twenty were established between 1800 and 1850, and another 148, in the latter half of the 19th century. In all, 170 Catholic schools—20 percent of the sample—were established before 1900.

If that many schools report a relatively long history (for United States schools, at least), are the buildings in which Catholic high schools are housed equally old? The image of an ancient brick building with squeaky wooden floors and high ceilings, constructed sometime in the late 19th century, fits only five percent of Catholic schools (the description is poetic license; the 19th century date is fact). Principals were asked in what year the original building that now houses their high school was built. The earliest date given is 1826. Only 43 Catholic high schools are still operating in buildings that date from the previous century. The "average" date in which buildings now housing high schools were constructed is 1947.

Between 1901 and the onset of the Great Depression in 1929, 18 percent of the high school buildings still in use were erected. Between 1930 and 1940, depression time though it was, another six percent of the current school buildings were built. The post-World-War II baby and building boom, roughly from 1946 through 1959, saw 32 percent of today's Catholic high school buildings completed. The following decade surpassed even that record of growth: between 1960 and 1969, another 32 percent of current Catholic high school plants were built. It was in the '60s, of course, that most baby-boom children reached high school age. The year in which the most new construction of high schools occurred is 1962, when 6 percent were built. Many Catholic high school buildings have no doubt been remodeled and enlarged between original construction and the present time, but the survey did not pursue those details.

The decade of the 1960s was also an active time for school mergers and conversions from single-sex to coeducational schools. A total of 121 schools (14% of the total surveyed) report having merged with another high school at some time in their history. All report having done so since 1900. Thirty-seven percent of them (43 schools) underwent a merger in the 1960s. Some of the 142 schools that report changing from single-sex to coeducational schools undoubtedly merged with another single-sex school, so that the totals overlap to some degree. The peak time for changing to coed was in the 1970s, when 40 percent of such conversions took place.

HOW EXPENSIVE?

How much does the Catholic community in the United States believe in and care about providing a Catholic high school education? It is dangerous to try to quantify feelings; dollars may not provide an accurate measure of caring. But dollars do provide a certain standard by which to assess commitment.

Principals were asked to estimate the current market value of their school buildings and grounds. Of the surveys returned, 661 offered an estimate, showing the mean value of the surveyed schools to be just slightly under five million dollars. When that figure is projected to the total number of Catholic high schools in the country, it becomes evident that the American Catholic community, over the years, has invested in buildings and land for high school education that have an estimated current market value of something over seven billion dollars.

HOW CROWDED?

Numbers of Catholic high schools have declined in recent years, but the schools now operating, though not bursting at the seams, are reasonably well filled. The average enrollment of the schools surveyed is 576. Reporting principals say that if their schools were at maximum enrollment, they could accommodate an average of 692 students. The average school is operating at 83 percent of capacity.

Nationwide, only about two percent of available classroom space is completely unused. It is concentrated in about 100 schools. Catholic high schools nationally have space for a 17 percent expansion, though, of course, that space is not evenly distributed.

Almost 60 percent of schools report that the school owns staff housing. The mean number of staff housed in school-owned units is eight. The range indicates that 22 percent of schools house only one, two, or three teachers, while five percent house between 20 and 50 staff members. The decline in numbers of religious serving the schools no doubt has reduced the number of staff occupying school housing.

AUXILIARY USE OF FACILITIES

One category of questions put to principals inquired into the use of school facilities for non-school events. One-third of all schools say they rent space to other non-profit organizations. More than half rent space for single events such as weddings, parties, or lectures. Eighty-two percent of Catholic high schools make their facilities available without charge for some community uses. This service demonstrates commitment to involvement in the community and is also, undoubtedly, an important public relations gesture.

LOCATION AND ACCESS

The majority of Catholic high schools are urban. Sixty-one percent are located in metropolitan areas with more than 100,000 inhabitants. Another 22 percent are in cities of between 25,000 and 100,000 population. Only 17 percent of Catholic high schools are in rural areas and small towns.

Most Catholic high school students (79%) live within easy daily commuting distance. Fourteen percent live within walking distance (a mile or less). Only 21 percent live more than 10 miles away; only five percent, farther than 20 miles away.

To arrive at a general description of areas where most Catholic schools are located, principals were asked to assess whether various urban and rural indicators can be found within a mile of their schools. The responses affirm that Catholic schools are mostly urban. Only one-third say that agricultural land lies within a mile of the school. Forty percent report that a college or university is within a mile. Eighty percent are within a mile of multiple-family dwellings and office buildings. Fifty percent are within a mile of industrial buildings and suburban-type shopping centers.

A major purpose of the current research is to determine how Catholic schools are serving low-income students. Inner-city locations, including percentage of minority residents, are particularly important indicators. The survey results suggest that if Catholic schools are to serve low-income students, particularly minorities, their location may present a problem of distance. Almost three-quarters of the schools report they are located in an area where 90 percent of the local residents are white and non-Hispanic. Thus, transportation may be a factor in expanding service to minority and low-income students.

A significant number of schools,however, appear to be located in areas where outreach to minorities is possible. Twenty-two percent say they are located in an area where 25 percent or more of the population is Black. Fifteen percent are in areas where more than a fourth of the residents are Hispanic.

The degree to which a Catholic high school education is accessible to another minority was probed in a single question: How accessible are your school's facilities to handicapped or wheelchair-bound students? The results appear below.

Access for handicapped to school facilities (Q8.31)

	% of Schools
All facilities accessible	19%
Some facilities but not all	45
Few facilities accessible	24
No facilities accessible	13

Almost one-third of schools reporting *all* facilities accessible are the smallest schools, those with fewer than 300 students. Like education for the economically handicapped, on whose behalf this study is undertaken, education of the physically handicapped requires an investment of funds—for many locations, major funding—to make that education accessible.

Special Instructional and Communal Facilities

Buildings are basic; one can hardly have a school without one. General classrooms are basic, adaptable to a variety of learning activities. But education today requires a number of specialized facilities. Some must be fitted with skill-building equipment related to a specific type of learning. Others must accommodate independent study or advanced work that an individual student can pursue on his or her own. The research team assessed the presence in Catholic schools of 36 such specialized facilities. Exhibit 8.1 presents the results, arranged alphabetically by category, and, within categories, in descending order of the percentage of Catholic high schools that have them.

Eight specialized facilities are so essential that 90 percent or more of Catholic high schools provide them. In descending order of frequency they are: libraries, faculty lounges, guidance centers, biology labs, typing labs, gymnasiums, cafeterias, and computer centers.

Are particular kinds of facilities more commonly found in particular sizes of school? It would be reasonable to suppose that the larger the school, the greater the likelihood of its having any one of the specialized facilities. This holds true, however, for only 16 of the 36 facilities listed. They are identified with the letter R in Exhibit 8.1. In each case, the percentage of schools having the facility rises regularly from a lower percent in the smallest schools to a higher (or equal) percent in each size category, to the highest percent in the largest schools. This regular progression occurs with certain kinds of facilities and not at all with others.

For libraries and separate auditoriums, the percent rises regularly with size of school. Except for a drop of one percent among the largest schools, bookstores follow the same pattern.

The same applies for four of the five athletic facilities; only swimming pools do not follow the pattern. Separate science laboratories follow the pattern. The science laboratory shared by two or more disciplines moves generally in the reverse direction, since sharing is a compromise more likely to occur in small schools than large ones. The highest incidence of shared labs occurs in the smallest schools, and the lowest percent in schools with 751-1000 students.

Among resource centers, two probably involve the most substantial outlay of cash and are the newest among educational facilities: computer labs and audio-visual/media rooms. They rise in frequency with size of school, as do religious education centers. None of the three student commons facilities varies predictably by size of school, nor do the vocational/skills laboratories. But the vocational/skills facilities do show a regular rise in the first three size categories for typing, sewing, cooking, and office equipment labs—the traditional feminine skill areas. In wood and metals shops—traditionally masculine skill areas—no discernible pattern is evident.

EXHIBIT 8.1: Special Instructional Facilities in Catholic Secondary Schools, in Percent, by Size of School

	Total %	Under 300	300-500	501-750	751-1000	Over 1000
All-School Facilities						
Library	98R*	98%	98%	99%	99%	99%
Bookstore	72	48	68	83	93	92
Auditorium (separate)	36R	26	36	36	38	51
Arts						
Art room or studio	86	78	87	91	88	90
Photography lab	67R	54	62	72	74	84
Instrumental music only	40R	27	36	36	55	62
Vocal music only	34	26	38	31	36	45
Shared vocal/instrumental	48	46	41	54	44	56
Theater arts workroom	28R	20	24	29	33	48
Athletic Facilities						
Gymnasium	92R	86	90	95	98	99
Athletic field	66R	52	61	73	77	81
Running track	37R	23	28	40	55	61
Tennis court(s)	31R	27	27	33	35	41
Swimming pool	11	9	13	9	12	12
Faculty Lounge or Workroom	98	96	98	98	100	99
Resource Centers						
Computer	90R	80	88	94	98	98
Audio-Visual/Media	83R	78	78	84	90	91
Religious education	52R	41	50	54	62	68
Remedial reading	36	20	36	42	46	45
Foreign language	31	21	37	32	40	32
Remedial math	15	6	13	18	25	20
Science Labs						
Biology	93R	81	95	98	99	99
Chemistry	89R	74	91	94	97	99
Physics	75R	53	69	86	93	94
Lab shared by two or more disciplines	58	74	59	49	48	50
Spiritual and Personal Resources						
Guidance	94	85	97	96	99	100
Chapel	85R	71	82	91	96	98
Student Common Rooms						
Cafeteria	92	88	94	91	96	94
Lounge or study area	38	38	39	35	45	35
Designated smoking area	16	14	18	12	17	20
Vocational/Skills Labs						
Typing	92	90	94	96	90	91
Sewing	47	40	45	58	46	50
Office equipment	44	39	40	51	42	56
Cooking	41	34	38	51	43	50
Wood shop	9	7	5	11	9	16
Metals shop	4	4	2	4	3	5

*R = Percent of schools having this facility rises or remains stable with category of size school.

These figures, on the whole, therefore, do not support the assumption that a larger school will be better equipped with specialized facilities. The question must focus on particular areas of interest—scientific, athletic, fine arts—if not the specific subject in the question, before meaningful answers about the relation of specialized facilities to school size can be given.

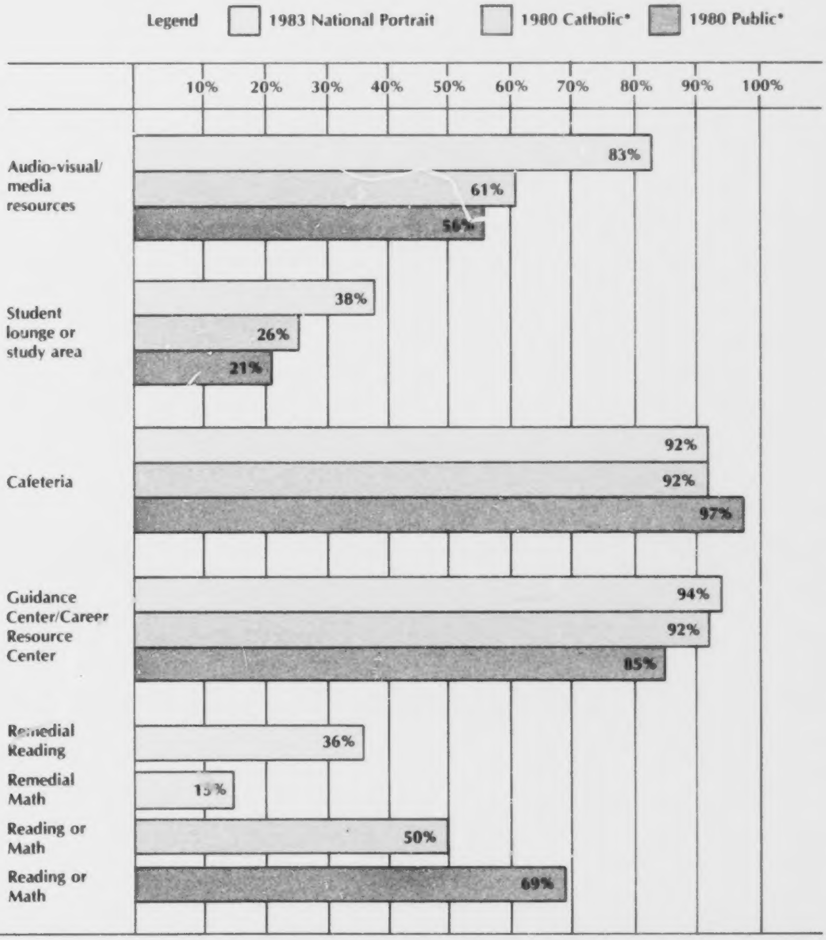
Catholic and Public School Resources Compared

Exhibit 8.2 presents a comparison of 1983 figures on specialized school facilities with figures collected by the *High School and Beyond* study (1980) from public as well as Catholic high schools. In three of the categories (media facilities, student lounge, and guidance center) the 1983 figures for Catholic schools surpass the 1980 figures for both Catholic and public high schools. In cafeteria facilities, public schools have a slight edge.

Comparisons on the question of special facilities for remedial work are difficult, because *High School and Beyond* combined remedial reading and math. Assuming that data on remedial reading and remedial math facilities in Catholic high schools do not overlap (that is, that schools having one facility do not have the other) the comparison can be made by adding the two 1983 figures. This produces a total of 51 percent of schools with remedial reading or math facilities. The assumption is probably unwarranted, however, and the figures are presented without interpretation. In the case of the first three mentioned, however, Catholic schools compare favorably with both Catholic and public schools in the data collected three years earlier.

EXHIBIT 8.2: Percentage of Schools Having Selected Educational Resources

(compared with 1980 figures for public and Catholic schools)



*These figures were gathered in Spring 1980, for High School and Beyond research, sponsored by the National Center for Education Statistics, U.S. Department of Education, and are quoted in Coleman, Hoffer, & Kilgore, *High School Achievement*, p. 83.

Another Catholic school/public school comparison that seems worth making is of library resources, since libraries are nearly universal and frequently evaluated as one element in assessing academic quality. The average Catholic high school library contains 11,832 volumes and subscribes to 59 periodicals. As the figures below show, Catholic school libraries compare very favorably with high school libraries nationwide. In addition, the Catholic school average is within the range recommended for schools under 500 students for number of volumes, where it stands near the top of the range, and for periodicals, where it stands near the bottom of the range.[1]

Libraries in Catholic high schools (Q8.20, Q8.21)

	Number of Volumes	Number of Periodicals
Catholic high school averages in 1983	11,832	59
Recommended:		
National guidelines for schools enrolling fewer than 500 students	8,000-12,000	50-175
History:		
National inventory of school libraries		
in 1974	6,800	39
in 1978	7,500	57

Audio-Visual Equipment and Computer Facilities

Various types of audio-visual equipment have become stock classroom fixtures. Most have been in use so long that only teachers who are now nearing retirement remember a time when filmstrip projectors, tape recorders, classroom films, and the ubiquitous overhead projector were found in only a few favored schools, and, even in those, had to be reserved well in advance of the time needed.

Principals were asked for an inventory of representative pieces of audio-visual equipment owned by the school. The average school owns 5 16mm. film projectors, 9 filmstrip projectors, 4 slide projectors, 11 overhead projectors, and 11 cassette recorders.

The piece of video equipment most available in Catholic high schools is the video cassette recorder (VCR) and TV monitor; only 10 percent of schools report not having any. The remaining schools have as many as a dozen VCRs and monitors. But other video equipment is still on the "wish lists" of many schools. Forty-one percent of schools do not own a color video camera, although a substantial number are equipped with some reasonably sophisticated video facilities. Eighty-nine reporting schools have a video studio with light and sound equipment, and a small number report having such refinements as special effects generators (in 39 schools) and character generators (in 19 schools). With regard to video and computer equipment, reverse situations may exist. In many cases, where video is concerned, the staff probably has the capacity to use equipment the school does not yet have. Conversely, with computers, the presence of equipment in some cases may exceed staff expertise.

Survey results show that computer equipment has found its way into almost every Catholic secondary school. Ninety-six percent of schools have access to computer facilities. (Whether these facilities are housed in the school was not asked.) Further, 40 percent of schools have access to 10 computers or more, although most have only one or two printers.

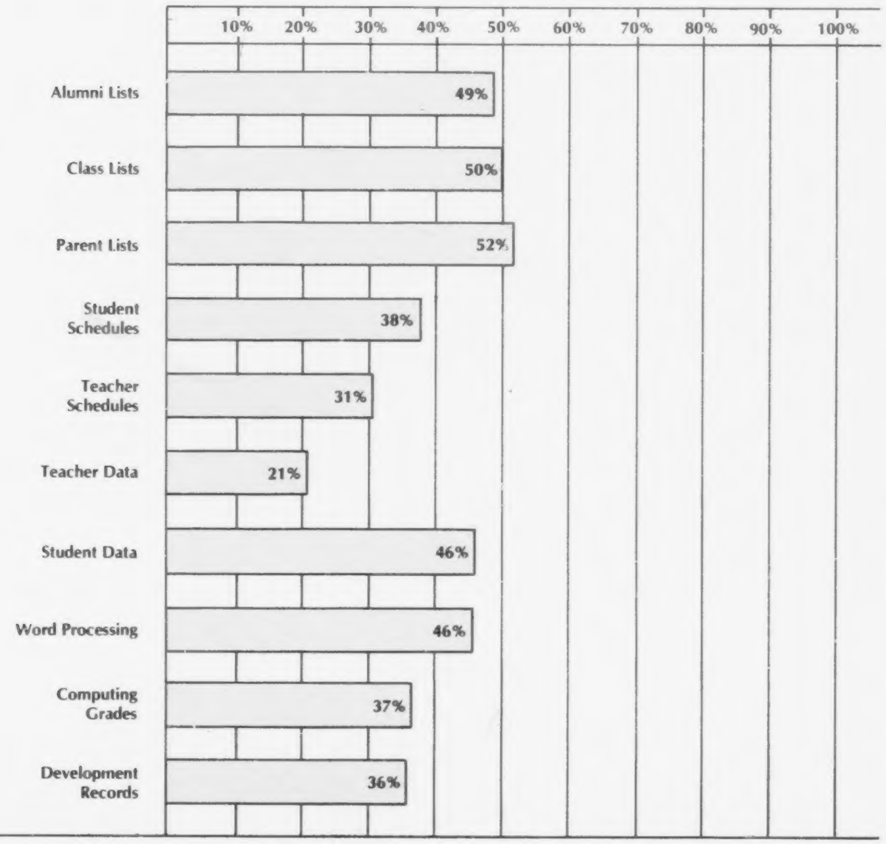
But expertise and efficiency in computer use do not arrive, full blown, with the equipment. As Boyer remarks in his book *High School: A Report on Secondary Education in America,* "No school that wants to be 'with it' can afford *not* to have at least one computer in each school. Educators seem confused about precisely what the new miracle machines will do. But the mood appears to be, 'Buy now, plan later.'"[2]

In the survey section on Achievements and Needs, schools rated themselves all along the computer literacy continuum, from eight percent rating themselves as "poor" to 12 percent rating themselves as "outstanding." Fifty-nine percent fell into the "satisfactory" and "quite good" range.

The great area of need is evidently not in a lack of the computers themselves but in the knowledge of how to use them more efficiently and extensively. The usual tasks to which they are now put are largely administrative, not educational, as shown in Exhibit 8.3. About half the schools use computers for word processing and for maintaining class, alumni(ae), and parent lists. About one-third of the schools use them to keep track of teacher and student schedules, to compute grades and issue report cards, and to keep budget management and development records.

With the exception of mathematics classrooms (about half of which use computers) and the science and business classrooms (about one-fourth of which use computers), scant use is being made of computers in the instructional process. The next most frequent use reported is in English classes, where they are used in only seven percent of schools. Creative use of the computer in such fields as art, where computer graphics packages offer absorbing exercises in design, are still in the future for all but one percent of schools that have computers. Only five percent of schools are using computers in teaching foreign languages; yet programs are available for vocabulary and grammar drill, matching articles to nouns, and for paced reading exercises. On the whole, most schools could make fuller use of this captivating machine whose potential is still unfolding. Perhaps the interscholastic network that is intended to arise from this project will result in more informed use of this important teaching tool.

EXHIBIT 8.3: How Catholic High Schools Use Their Computers



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Based on question Q6.5

Comment

The data in this chapter provide useful information about the physical plants and facilities of Catholic high schools today. They demonstrate that over the years, American Catholics have made a substantial investment in buildings devoted to high school education. However, one question these data do not answer is how well that investment is being protected. The survey did not ask principals to assess their buildings' state of repair. The Bryk et al. study, supported by anecdotal evidence, suggests that, in at least some schools, maintenance is being neglected in favor of other concerns. Many schools are achieving a balanced budget by repeatedly deferring maintenance.

There is competition for the budget dollar. Salaries, instructional equipment, and special programs all vie for special consideration. They tend to have more immediate appeal, among students, staff, parents and administrators, than repair of a potentially leaky roof or correction of a flaw that might not create a serious problem for another year or so. But by neglecting maintenance, schools build up a deficit that one day must be faced. For Catholic high schools, the maintenance clock is ticking.

CHAPTER 9

Finances and Development

Highlights

- Approximately 60 percent of the income of Catholic high schools comes from tuition.
- Median tuition in Catholic high schools is $1,230. Tuition varies more among school types (diocesan, private, parochial, interparochial) than by any other demographic indicator.
- Median per-pupil expenditure in Catholic high schools is $1,783.
- Seventy-two percent of schools indicate that, in the 1982-83 school year, their income was greater than or equal to their expenses.
- Eleven percent of schools indicate that their 1982-83 income covered 95 percent or less of their expenses.
- Only slightly more than half of schools have a development office in operation. The most common development strategies include general fundraising events, alumni and alumnae organizations, and athletic booster clubs.
- Only 35 percent of all Catholic high schools have a full-time development officer.

Regardless of the degree of commitment a particular school may have to its mission in religious education, its concern for fostering community, or the excellence of its facilities, the school's financial condition will have the strongest single impact on its stability or growth. What is the nature of the financial life of this educational community that stands apart from the usual source of educational revenues—taxes? As noted in chapter 3, at least part of the support of Catholic high schools comes as a result of financial sacrifice by faculty and staff. The salaries of teachers and administrators in Catholic high schools are substantially lower than salaries in public schools. The availability of well-trained, low-paid religious staff also eases the financial burden considerably. (Only 13 percent of high schools pay clergy and religious at the same level as lay teachers.) But the increasing proportions of lay teachers, coupled with rising per-pupil costs, are requiring increasingly large budgets. The first purpose of this chapter is to examine the sources of income in Catholic high schools and to evaluate the extent to which schools are able to raise the dollars necessary to meet expenses. A second major purpose is to examine the extent to which schools have put development programs into operation.

Income and Expenditures

Principals were asked to report, in detail, schools' 1982-1983 income and operating expenses (Q11.1-Q11.17). Definitions for many of the income and expense categories were given in the instructional manual (see Appendix C for these definitions).

SOURCES OF INCOME

The figures below give the average per school income in each of nine categories and estimates of national high school income when extrapolating to the full population of 1,464 high schools.

Average per school income and estimated national CHS income for 1982-1983

Source of Income	Average Per School Income	Estimated National Income 1,464 CHS
Tuition and fees	$ 782,663	$1,145,818,632
Contributed services	125,797	184,166,808
Subsidies	147,412	215,811,168
Fundraising	117,620	172,195,680
Gain on auxiliary services	21,233	31,085,112
Support from federal government sources	2,055	3,008,520
Support from state government sources	9,771	14,304,744
Interest on investments	24,698	36,157,872
All other income	66,548	97,426,272
Total operating income	$1,297,797	$1,899,974,808

The estimated national income for schools in 1982-1983 is more than one and three-quarters billion dollars, of which tuition and fees contribute the largest portion.

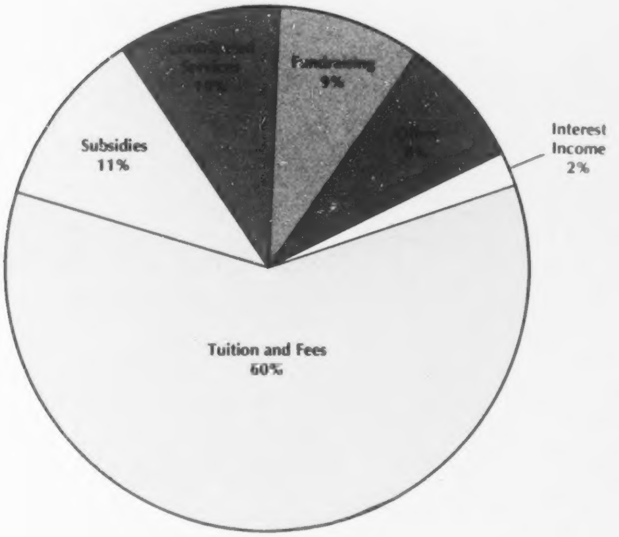
PERCENTAGES OF INCOME

Exhibit 9.1 shows the percentage (average per school) of total income for each income source. Tuition and fees account for 60 percent of the total. Fundraising and subsidies together account for another 20 percent. Income from state or federal sources each accounts for less than one percent. A relatively small percentage of schools report income from either state or federal government sources; across the entire sample, 68 percent of schools report no income from state government, and 72 percent report none from federal sources.[1]

Interest on investments accounts for slightly less than two percent of all income in the average Catholic high school. The amount ranges from no dollars (in 68% of all schools) to $400,000. Only five percent of schools earned more than $50,000 in 1982-1983 from investments.

Exhibit 9.2 offers an analysis of the sources of non-tuition income by various demographic categories—school type, gender composition, region, and size. Contributed services account for a disproportionate percentage of income for private schools and girls' schools. ("Contributed services," wherever the term appears, is a non-cash item that is deserving of special accounting procedures.) This finding is consonant with the fact that 74 percent of girls' schools are private schools, and that girls' schools have a higher percentage of women religious on the faculty than either boys' or coed schools.

EXHIBIT 9.1: Sources of Income for Catholic High Schools



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Based on Q11.1-Q11.10

EXHIBIT 9.2: Major Sources of Non – Tuition Income

(by school demographics)

	Average Percent of Total Income:		
	Contributed Services	Subsidy	Fundraising
School Type			
Diocesan	6%	14%	10%
Parochial	8	20	7
Inter-parochial	4	30	8
Private	10	3	8
Gender Composition			
Boys' schools	8	4	10
Girls' schools	12	3	6
Coed schools	6	13	10
Region			
Great Lakes	7	13	11
Mideast	10	7	7
New England	9	7	8
Plains	8	28	10
Southeast	6	8	7
West/Far West	6	8	10
Enrollment Size			
Under 300	7	22	12
300-500	8	11	9
501-750	7	7	8
751-1000	8	6	7
Over 1000	8	3	6

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Based on Q11.2, Q11.3, and Q11.4

Reliance on subsidies is inversely related to school size—the smallest schools derive a larger share of their income from those two sources; the largest, a smaller share. For the smallest schools, subsidies amounting to an average of 22 percent of the school's budget are necessary. By contrast, schools with more than a thousand students derive only three percent of their income from subsidy. Parochial and inter-parochial schools, as well as schools in the Plains, rely strongly on subsidy.

Fundraising is most heavily relied upon in boys' and coeducational schools and in the smallest schools. Schools of the Great Lakes, Plains, and West/Far West regions do more fundraising projects than those in the eastern part of the country.

TUITION AND PER-PUPIL EXPENDITURES

Exhibit 9.3 shows median tuition and median per-pupil expenditure figures in school demographic categories. Per-pupil expenditures are defined as a school's total operating expenses divided by the total number of 9th-12th grade students.

EXHIBIT 9.3: Median Tuition Costs and Per – Pupil Expenditures

(by school demographics)

	1983-84 Freshman Tuition	Per-Pupil Expenditures	Difference
School Type			
Diocesan	$1,125	$1,656	$ 531
Parochial	1,000	1,712	712
Inter-parochial	835	1,713	878
Private	1,455	2,036	581
Gender Composition			
Boys' schools	1,500	2,084	584
Girls' schools	1,300	1,786	486
Coed schools	1,094	1,713	619
Region			
Great Lakes	1,150	1,722	572
Mideast	1,225	1,703	478
New England	1,250	1,617	367
Plains	1,000	2,069	1,069
Southeast	1,250	1,777	527
West/Far West	1,450	1,977	527
Enrollment Size			
Under 300	1,050	2,272	1,222
300-500	1,150	1,835	685
501-750	1,300	1,678	328
751-1000	1,350	1,711	361
Over 1000	1,300	1,544	244
Total Sample Average	**$1,230**	**$1,783**	**$ 523**

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Based on Q3-4, Q11-17, and Q11-18

There are differences as a function of all these characteristics, with particularly sizeable differences among the four governance types: Inter-parochial schools have the lowest tuition and private schools have the highest. The differences in tuition by region, enrollment size, and gender composition are apparently a function of their relative concentrations of private and parochial schools: the more parochial schools and the fewer private schools by region, size, or sex, the lower the tuition. For example, in the West/Far West, 20 percent of schools are private and none (in the current survey) are inter-parochial; they have the highest median tuition. In the Plains, 38 percent of schools are inter-parochial and 7 percent are private; they have the lowest median tuition. Similar variations attributable to school type are seen in a comparison of schools having enrollment sizes of 751 to 1,000 with those having under 300, and of coed schools with single-sex schools.

The mean tuitions are higher than the reported median tuition because of a relatively small percentage of schools with extremely high tuition (3% of schools report tuitions of $3,000 for 1983-1984). Mean tuitions by grade are as follows:

Mean tuition, 1982-1983 and 1983-1984 (Q11.18)

	1982-1983 Tuition	1983-1984 Tuition
Grade 9	$1,250	$1,284
Grade 10	1,251	1,359
Grade 11	1,258	1,368
Grade 12	1,253	1,362

The average increase in tuition from the 1982-1983 figure to the 1983-1984 figure for 12th graders was about nine percent.

Per pupil expenditures (see Exhibit 9.3) for 1982-1983 were $1,783 (per school average). These ranged from a low of $1,544 in larger schools (over 1,000) to $2,272 in the smallest schools (under 300), suggesting, as others have noted before, that large schools are more economically efficient. The differences between tuition and per-pupil expenditures are particularly large in schools with 300 or fewer students and in schools located in the Plains region (shown in Exhibit 9.3) Other survey findings suggest that schools in the Plains region offset the large difference between tuition and per-pupil expenditures with a high rate of subsidy (as shown in Exhibit 9.2), more than twice that of any other region. They also do extensive fundraising.

OPERATING EXPENSES

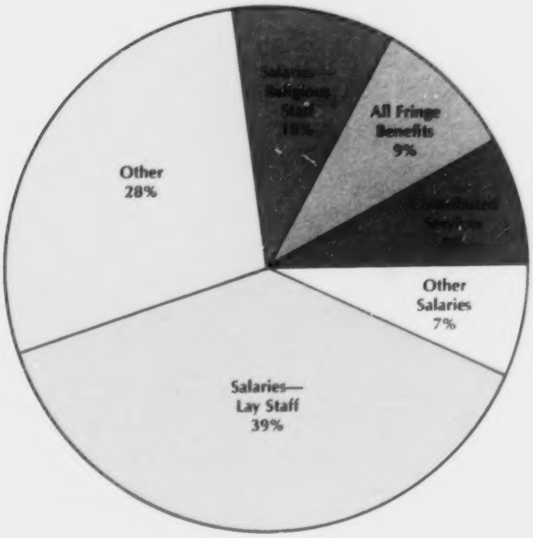
Average 1982-1983 per school expenses, and estimates of national aggregate expenses (extrapolating to 1,464 schools), are as follows:

Operating expenses: Catholic high schools, 1982-1983

	Average Per School Expenses	Estimated National Expenses for 1,464 CHS
Salaries—lay professional staff	$ 467,106	$ 683,843,184
Salaries—religious professional staff	120,467	176,363,688
Contributed services	92,225	135,017,400
Other salaries	89,695	131,313,480
All fringe benefits	102,880	150,616,320
All other operating expenses	336,052	491,980,128
Total operating expenses	$1,208,425	$1,769,134,200

Exhibit 9.4 shows the percentage of total operating expenses (per school average) for each of the expense categories. Seventy percent of all expenses are for salaries and fringe benefits.

EXHIBIT 9.4: Operating Expenses of Catholic High Schools



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Based on Q11.11-Q11.17

Ratio of Income to Expenditures

What percentage of Catholic high schools in 1982-1983 had income equal to or greater than expenses? The figures below show that 72 percent of schools had income equal to or greater than expenses, and 28 percent had income less than expenses. Ten percent had a surplus of income over expenses of 10 percent or higher, while six percent of schools covered only 90 percent or less of their operating expenses. On the average, Catholic high school income in 1982-1983 was six percent larger than expenses.

Ratio of income to expenses, 1982-1983

	% of CHS
Income greater than expenses by 10% or more	10%
Income greater than expenses by 5-9%	8
Income greater than expenses by less than 5%	36
Income equal to expenses	18
Expenses greater than income by less than 5%	17
Expenses greater than income by 5-9%	5
Expenses greater than income by 10% or more	6

Exhibit 9.5 shows how percentages of schools with 1982-1983 surpluses or deficits vary by school demographics. The highest percentage of schools with more than a five percent surplus (income over expenditures, 1982-1983) was in girls' schools (30%); the lowest was in parochial schools (10%). Percentages of schools with more than five percent deficits for 1982–1983 are relatively low among the larger schools (over 1,000) and relatively high in parochial schools.

EXHIBIT 9.5: Percentage of High Schools With More Than a 5% Surplus or Deficit, 1982-1983

(by school demographics)

	Percent of Schools With a Surplus of More Than 5%	Percent of Schools With a Deficit of More Than 5%
Total	21%	11%
School Type		
Diocesan	20	12
Parochial	10	9
Inter-parochial	16	6
Private	21	10
Gender Composition		
Boys' schools	13	10
Girls' schools	30	13
Coed schools	17	12
Region		
Great Lakes	17	14
Mideast	23	10
New England	16	8
Plains	13	6
Southeast	22	12
West/Far West	21	14
Enrollment Size		
Under 300	18	13
300-500	17	15
501-750	20	11
751-1000	18	10
Over 1000	25	4

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Based on Q11.10 and Q11.17

What does this say about the fiscal health of Catholic high schools? At first glance, it appears that about three-quarters of schools are meeting expenses and that about one-quarter are not. However, it is not possible to tell whether the 1982-1983 findings are typical. Some schools may have had an isolated good year; some may have had an isolated bad year. Though most schools show income matching expenses for 1982-1983 this was done, in the majority of cases, by keeping teacher salaries low.

Teachers' salaries are a financial stress point in most schools. According to recent estimates, it would cost about $170 million to upgrade high school salaries to 90 percent of parity with public schools.[2] If 1982-1983 is any indication, schools do not have surplus funds to accomplish this. Nor are current teachers' salaries the only concern. Former teachers in religious communities, who rendered long service to the schools, now require support and care. Funds provided for them in earlier years are no longer adequate, causing many religious communities to turn to the schools for financial assistance.

A second stress point has to do with the problem of deferred maintenance mentioned at the end of chapter 8. Bryk et al., in their recent study of Catholic schools, posit that

> Standard accounting handbooks suggest that at least two percent of the total replacement costs of building and equipment be set aside each year for major building maintenance. . . . Many Catholic schools, however, have either grossly underfunded deferred maintenance accounts, or have none at all.[3]

These two stress points, combined with constantly increasing financial shortages in some of the religious communities that operate schools, suggest that Catholic schools are now facing a financial crisis, or will do so in the near future.[4] The financial burden will, of course, be lessened if and when educational vouchers or tuition tax credits become a reality. Two other strategies are useful for promoting fiscal health, neither of which has been fully utilized by Catholic high schools. One is procuring grants from businesses or on-going government programs, and another is creating a solid, multi-faceted development program.

Business and Government Connections

Some, but not all, schools receive financial support from local businesses and some labor or civic organizations. In 1982-1983, 30 percent received local support for school instructional programs, 50 percent for scholarships, and 41 percent for extra-curricular activities.

In only one area (library or A-V resources) do a majority of Catholic high schools receive state government funds or subsidies, as the figures below show:

Percent of Catholic high schools receiving state funds (Q12.22)

	% CHS Receiving Funds or Subsidies
Bus transportation	40%
Drug education	8
Education of the handicapped	13
Education of students from low-income families	4
Guidance and counseling	21
Health services	35
Library or A-V resources	63
Textbooks	49

Participation in federally assisted or funded programs is relatively uncommon, except in the case of Chapter II programs, as the numbers below show:

Percent of schools participating in federal programs (Q12.21)

	% CHS Participating in Federal Programs
Comprehensive Employment and Training Act	13%
Education Consolidation Improvement Act (ECIA):	
Chapter I (Education of children of economically disadvantaged)	14
Chapter II (Consolidation of federal programs for elementary and secondary education)	51
Emergency School Aid Act (Desegregation assistance)	1
Indian Education Act	1
Junior ROTC	2
Talent Search	8
Upward Bound	10
Vocational Education Act of 1963:	
Consumer and Homemaking Education	5
Vocational Education Basic Programs	6
Cooperative Vocational Education Program	10

One-third of Catholic high schools participate in none of these 11 federal programs. Seventy percent participate in none or one. Only two percent benefit from four or more of these programs.

Though it is impossible to estimate accurately how closely these percentages of business, civic, or government involvement match the potential, it is likely that many Catholic high schools could take greater advantage of these income sources.

Development

There is much confusion about the concept of development. It is not fundraising, *per se*. Rather, it is the foundational work an institution must do to make fundraising efforts efficient and effective. One definition of development is as follows:

> The overall concept which holds that the highest destiny of an institution can be realized only by a total effort on the part of the entire institution to *analyze* its philosophy of mission and activities, to *crystalize* its objectives, *project* them into the future, *take* the necessary *steps* to realize them and continually follow through to see that the objectives are realized.[5]

When defined in this broad way, development includes such varied activities as creating a clear statement of mission; creating a case statement (i.e., a rationale for why the school is necessary, how it benefits society, and what resources are needed to ensure its growth); long-term planning; communicating with parents, alumni, and other constituencies; developing visibility in the local community; and creating a product (i.e., educational program) that meets the needs of potential students and families.

This section examines the issues of development personnel and activities in Catholic high schools. It represents a second effort by the National Catholic Educational Association to study the status of development in Catholic high schools. The first investigation was conducted in 1983 and included a 50-item survey.[6] Two hundred and sixty-four high schools (18%) participated. This second effort builds on the previous work, extending the portrait of development activities to a larger percentage of schools.

DEVELOPMENT OFFICE

Fifty-five percent of high schools have a development office (Q11.20). Development offices have, on the average, been in operation for five years. About two-thirds of schools (64%) have had an office in operation for four years or less. Only 12 percent of high schools have had an office for 10 years or more.

DEVELOPMENT PERSONNEL

Fifty-nine percent of high schools "have someone designated as development coordinator or development officer" (Q11.22). Most of these are paid positions (88%); a few are staffed by volunteers (12%). Most officers are full-time (59%). Thus, only 35 percent of all Catholic high schools have a full-time development officer.

Most development officers are laypersons (72%), as the numbers below indicate. This figure is considerably higher than the percent of laity reported in chapter 7 for school administrators. The preponderance of laypersons in this category may reflect the fact that they are more likely than religious to be trained in development and/or the allied fields of business and finance.

Status of development officer (Q11.25)

Catholic layman	39%
Catholic laywoman	26
Non-Catholic layperson	7
Priest	9
Brother	8
Woman religious	12

PUBLIC RELATIONS

Nearly half (49%) of schools have a director of public relations (Q11.26); in turn, nearly half (44%) of these public relations directors simultaneously serve as development officers (Q11.27).

Seventy-nine percent of schools maintain an active alumni/ae mailing list. Schools, on the average, send four mailings a year to all people on this alumni list. The mean amount of funding realized from alumni donors during 1982-1983 was $20,047 (Q11.30); the median was

$2,900. There is a dramatic range in alumni contributions, from 0 dollars to $900,000. The figures below show this variability.

Range of dollars received from alumni donors, 1982-1983

Range	% of CHS
$0	28%
$1-$5,000	28
$5,001-$20,000	27
$20,001-$100,000	12
$100,001-$900,000	4

Note that:

- Over one-quarter (28%) of schools report no donations from alumni in 1982-1983
- More than half (56%) report donations of $5,000 or less
- Only 16 percent report donations of more than $20,000.

DEVELOPMENT ACTIVITIES

Principals were asked to indicate the status of 11 different development activities. These 11 do not represent all conceivable development tasks, nor are they necessarily the most important. They do represent, however, the range of activities that could be included in a comprehensive development program. Responses to this list were as follows:

Development activities in Catholic high schools (11.31)

	Percent of Principals Indicating Activity Is:		
Activity	Operational	Planned	Neither Planned nor Operational
Fundraising efforts, e.g., Bingo, auctions, dinners, theater	84%	7%	9%
Athletic booster club	62	7	32
Alumni organization	61	28	11
Annual fund	48	21	31
Five-year plan for institutional development	31	37	32
Case statement for development	26	28	47
Capital fund effort	26	28	46
List of gift opportunities	25	29	45
Development council (Blue Ribbon Committee)	24	24	52
Educational foundation (separate legal entity receiving funds for institution)	23	14	63
Estate planning/deferred giving program	15	35	50

These numbers show an important pattern. The activities most capable of producing funds are the most common (e.g., fundraising efforts, annual fund). Foundational activities, which make a case for the institution and its special mission, are much less common. Only 26 percent of schools have a case statement, and only 31 percent have a five-year plan. This may suggest that many schools are putting the cart before the horse. It is an understandable situation, given that many high schools desperately need funds to maintain current programs. Because development done in a comprehensive way requires spending scarce dollars, the lack of funds prevents many schools from launching a full-scale development program.

The average Catholic high school has 4 of these 11 activities in operation. About one-quarter (26%) are involved in only two of the activities. Only 20 percent utilize seven or more of these activities.

VARIABILITY IN DEVELOPMENT ACTIVITIES

The average number of the 11 development activities that are operational for schools were calculated for demographic categories. Exhibit 9.6 shows the results of this analysis. Exhibit 9.7 shows the percentage of schools reporting each of six activities as operational for three of the demographic variables.

Some important findings are as follows:

- The number of development activities is particularly low in schools with high concentrations of low-income students.
- The number of development activities decreases as a function of minority enrollment.
- In terms of geographical regions, schools in the Plains region have the highest average (5.3) of development activities, while the Mideast (3.3) and New England (3.2) have the lowest.
- The number of development activities decreases as enrollment size decreases.
- Of the four school types, parochial schools (2.8) utilize the lowest number of the development activities.

EXHIBIT 9.6: Average Number of Development Activities (out of a list of 11) Operational in Catholic High Schools

	Average Number of Development Activities
School Type	
Diocesan	4.0
Parochial	2.8
Inter-parochial	4.9
Private	4.7
Region	
Great Lakes	4.8
Mideast	3.3
New England	3.2
Plains	5.3
Southeast	4.3
West/Far West	4.7
Enrollment Size	
Under 300	3.8
300-500	3.7
501-750	4.6
751-1000	4.9
Over 1000	4.8
Percent Minority	
Under 25%	4.4
Over 25%	3.3
Percent Low-Income	
0%	4.1
1-10%	4.5
11-20%	4.2
21% or more	2.3

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Based on Q11.31

EXHIBIT 9.7: Percentage of High Schools Reporting Various Development Activities "Operational"

(by school demographics)

	Fundraising Efforts	Athletic Booster Club	Alumni Clubs	Educational Foundation	Development Council	Estate Planning
School Type						
Diocesan	87%	72%	50%	27%	19%	12%
Parochial	74	35	38	25	13	9
Inter-parochial	75	90	52	50	29	23
Private	85	48	78	14	32	17
Region						
Great Lakes	89	73	68	34	26	15
Mideast	80	48	55	11	14	9
New England	88	50	52	5	20	8
Plains	84	69	70	43	32	31
Southeast	79	69	61	18	22	18
West/Far West	87	64	59	24	36	13
Enrollment Size						
Under 300	81	56	48	26	22	14
300-500	82	57	60	21	17	13
501-750	88	72	67	23	24	13
751-1000	86	65	71	22	33	16
Over 1000	84	64	67	19	29	19

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Based on Q11.31

Comment

Reflection on the data presented in this chapter suggests four major conclusions. First, Catholic high schools are cost efficient. In more pedestrian language, they are a bargain. The average per-pupil expenditure in Catholic high schools was $1,783 for 1982-1983. The estimated per-pupil expenditure for the same year in public schools was $2,786, a difference of about $1,000.[7] Second, Catholic high schools do not appear to have the financial resources to cope with two pressing problems—teacher salaries and maintenance. At some point, these could threaten the survival of schools, unless new sources of income are found. Third, Catholic high schools have not taken full advantage of (a) government funded programs or (b) comprehensive development programs. This latter effort may be inhibited by a lack of resources for funding expansion of development programs. Fourth, development programs are least operative in schools serving low-income students. As discussed in chapter 13, these schools are in a precarious situation. Enrollment decline and subsequent tuition loss are more commonplace in low-income-serving schools than in other schools. A way ought to be found to infuse these schools with the resources and expertise needed to upgrade development activities.

Cooper, in a recent article discussing the future of non-public education, suggests that non-public schools are at the crossroads. These schools are gaining in size (by 1988-89, it is estimated that 15% of all students will be in non-public schools, as compared to 11% currently). Hence, they will be able to "command greater attention in the making of public policy."[8] Ultimately, this could mean increases in federal or state aid. At the same time, Cooper notes that current national population trends may "precipitate a crisis in societal support for schools"—both public and non-public.[9] These trends include a decrease in number of school-age children and an increase in the elderly population. In this situation, greater pressure for government aid to the elderly may reduce resources made available to schools. There may be hope in this, however. Cooper suggests that public and non-public education may be led by this pending adversity to cooperate rather than compete. Out of this alliance could come legislation that benefits all schools.

CHAPTER 10 Parents

Highlights

An average of 94 parents or family members contributed an average of 3,043 hours to each school in 1982-83

Volunteers are active in fundraising in 91 percent of schools, chaperoning in 88 percent.

Eighty-four percent of Catholic high schools have parents' organizations.

On the average, less than one-third of parents are active in parents' organizations.

Principals (87%) report that fundraising is a moderate to major emphasis of their parents' organiztion.

Seventy percent of principals report that providing opportunity for parents to learn how to improve parenting skills has "no" or "minor emphasis" in the parents' organization.

Principals believe that for parents the top-ranked school goal is "preparing students for college," whereas "building community among faculty, students, and parents" is the top goal for principals.

Nearly half of principals rate schools "fair" to "poor" on involving parents in decision-making.

Of all the groups of people involved with Catholic education—teachers, administrators, diocesan and order officials, students—perhaps no group watches the process with greater hope, yet with less power to influence the outcome, than parents. What is the nature of parent involvement in Catholic high schools? How are parents included in the goals and governance of Catholic high schools? These and other questions will be addressed in this chapter, with the hope of clarifying the current picture and suggesting some new dimensions of partnership.

HISTORICAL BACKGROUND

A recent *Momentum* article[1] notes that, in the 1960s, the Head Start program made parent involvement mandatory. That such involvement seemed to work was surely noted in the educational community. Subsequent factors that may have triggered more parent interaction with schools are these:

- Increasing communication and access to information
- Alternative methods of teaching
- Declining enrollment and the examination of facilities, curriculum, and future planning that it necessitated.
- Desegregation and concern for protecting minority rights in the schools

For the most part, these factors were at work in Catholic as well as public schools. But parents in Catholic schools already had a tradition of involvement, based on a shared religious background, a desire for education with a religious dimension, and an understanding that they are central to the educational process.

CONCEPTUAL BACKGROUND

The theological place of parents in the education of children is another element in parent involvement in Catholic high schools. *The Code of Canon Law* instructs as follows:

> Parents, and those who take their place, have both the obligation and the right to educate their children . . . [Schools] are the principal means of helping parents to fulfill their role in education.

Home and school are partners in the learning process. The respect and unity of purpose that exist between them are crucial to full student development.

The relationship of parent/home factors and school achievement is also noteworthy. Here the research of Reginald M. Clark adds an important dimension: The child's educational competence is not determined by class position or family composition but by the overall quality of life within the home.[2]

By the nature of their belief, activity, and communication patterns, parents are integrally involved in their children's academic progress. Catholic educators generally assume that that involvement should include not only the mostly-informal education that occurs in the home but also the intentional and regular participation of parents in the life of the school.

Parent Involvement

Parents are involved in Catholic high schools in many ways, from reading a progress report to chairing a Board of Education meeting. Some parents choose major involvement whereas others choose none. Several survey questions help to clarify the interaction between parent and school—how often it occurs, what form it takes, and how it is evaluated.

PARENT-TEACHER CONFERENCES

One experience common to most parents is the parent-teacher conference. Administrators were asked how often such conferences are held. As indicated below, nearly half of the schools report scheduling parent-teacher conferences about twice a year; one-third have them more frequently.

Regularity of parent-teacher conferences (Q10.5)

	% of schools
About once a month	3%
About once every 2 or 3 months	30
About twice a year	46
About once a year	18
Never	4

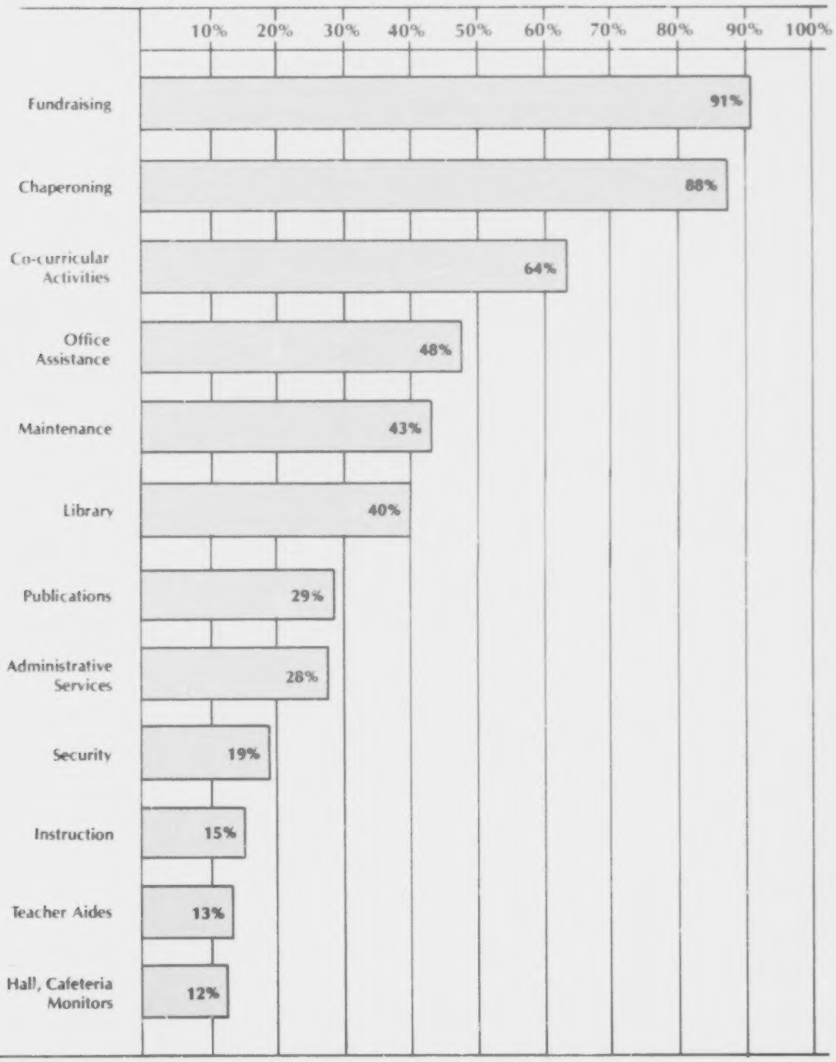
VOLUNTEER SERVICE

Interaction goes further for most parents. An average of 94 parents and family members per school contributed an average of 3,043 hours of volunteer time in 1982-83. Ninety percent of school administrators report that their schools make use of parent and family members for volunteer work.

These data reflect significant parent involvement. But perhaps a more interesting question is, "What is the nature of that volunteer involvement?" Exhibit 10.1 lists 12 areas of service. Fundraising tops the list, with 91 percent of volunteers engaging in that activity. Chaperoning is a close second, and involvement with co-curricular activities ranks high. Smaller percentages of volunteers are engaged in instruction (15%) and teacher-aide work (13%), the two academic areas on the list.

Parents also serve on school boards. Nearly three-fourths (72%) of Catholic high schools have school boards. The average number of members is 14; on average, 10 are laity. Since 60

EXHIBIT 10.1: Areas of Service for Volunteers



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Based on Q10.9

percent of administrators report that their board now has more influence on school policy than it did five years ago, parental representation on school boards is even more important.

These kinds of volunteer efforts may signify interaction and cooperation between individual parents and individual teachers, between individual parents and the staff, between the school board and the school, or between a parents' organization and the school. The next section turns to the specific volunteer work designed and coordinated by parents' organizations.

Parents' Organizations

Of Catholic secondary schools in the United States, 84 percent have organizations made up entirely of parents of 9th through 12th grade students. What are these organizations about and what percentage of parents belong to them?

Thomas M. McDermott and William P. Gallagher, in their presentation at the April, 1983, NCEA Convention, help to answer the first question:

> The parents' organization has provided the structure for parents to make inspiring contributions of their time and talent for the advancement of Catholic education. Through these efforts libraries were established in our schools, volunteer manual and skilled labor refurbished classrooms, refinished desks and in some instances even installed lunchrooms. The groundswell of interest and activity produced science fairs, art, music, and essay contests, programs of public speaking, sports, lunchroom mothers, teachers' aides, ad-hoc fund raising, and, through the structure of committees, engaged and utilized the varied and rich talents of the membership. The general membership meetings, by presenting programs relating to the education of the children, contributed to parental education.[4]

According to administrators' estimates, less than one-third of parents, on the average, are active in parents' organizations. One does not have to look far for reasons, among them the lack of time in two-career families, reluctance to intrude in the formal educational process, passivity, disillusionment with the goals of parents' organizations, and failure to understand the importance to youth of respect and cooperation between home and school. A closer look at parents' organizations—the regularity of their meetings and the kinds of activity engaged in—may be helpful.

On the average, 94 percent of parents' organizations in Catholic high schools meet several times a year. More than 50 percent meet once a month. Administrators say only five percent meet as often as two or three times a month.

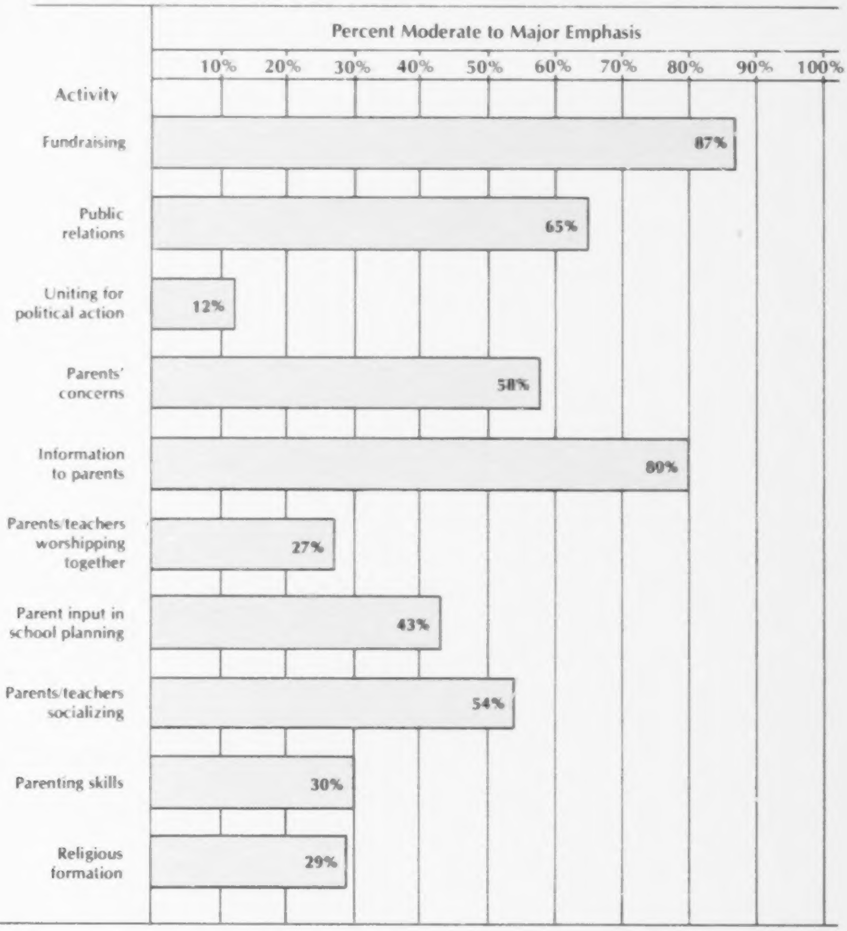
Exhibit 10.2 shows administrators' estimates of the amount of emphasis parents' organizations give 10 different activities. Again, "fundraising" tops the list, with 87 percent of administrators perceiving it a moderate to major emphasis for the parents' organization at their school. (Sixty percent of administrators rate it a *major* emphasis.) Providing information to parents also receives considerable (80%) emphasis. Public relations, that is, "helping parents become a public relations arm of the school," is an emphasis for 65 percent of parent groups.

According to administrators, few parents' organizations in Catholic high schools provide an avenue for political action or for religious or parenting services, as indicated below.

Low priority activities (Q10.3)

	% No Emphasis to Minor Emphasis
Helping parents unite so that they can mobilize for political action	88%
Providing opportunities for parents and teachers to worship together	73
Providing religious and spiritual formation for parents	71
Providing opportunities for parents to learn how to improve parenting skills	70

EXHIBIT 10.2: Principals' Estimates of the Activities of Parents' Organizations



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Based on Q10.3

If administrators are accurate in their assessment, the major areas of service for parents' organizations and individual parent volunteers are preponderantly non-academic. It would seem that the full range of parents' skills and knowledge is yet to be tapped. The cooperative effort between home and school has a history; the challenge is for a school to be persistent, focused, and innovative in its development of this partnership.

Educational Goals

Very early in the survey, administrators were asked to choose their top seven educational goals from a list of 14. Later, they were asked to select seven goals that *parents* would consider most important. Exhibit 10.3 and 10.4 present the findings.

The second list was not included to obtain accurate estimates of parents' goals. Rather, the two lists were presented to discover the principals' perceptions of similarities and differences between the parents' and their own goals. Presumably, principals will behave differently according to whether they believe the parents' goals are much like their own, or very different. For example, a principal whose first priority is building community may be reluctant to involve parents in educational decision-making if he or she believes their first priority is academic achievement.

Exhibit 10.3 shows the rank order comparison of the principals' view and the principals' opinion of parent view. (Though each administrator checked only 7 goals, the rank order was figured on the mean of all 14 goals.) The two lists are very similar. Major discrepancies—a difference in rank of four places or more—occur for only five goals. On the other nine goals, the principals' perception is that parents and principal are quite close.

EXHIBIT 10.3: Principals' Perceptions of School Goals

Rank Order Comparison Between Principals' View and Principals' Perception of Parent View

Goals	Rank (Principal View)	Rank (Perceived Parent View)
*Building community among faculty, students, and parents	**1**	11
Fostering spiritual development	2	5
Developing high moral standards and citizenship	3	2
Encouraging student understanding, acceptance, and participation in the Catholic Church	4	4
*Preparing students for college	5	**1**
Promoting critical thinking skills	6	8
*Teaching basic skills in writing, reading, and mathematics	7	**3**
Developing individual responsibility for managing one's own learning program	8	9
Promoting understanding of and commitment to justice	9	12
Teaching students how to get along with others	10	10
*Teaching life skills — interpersonal, financial, job-hunting, etc.	11	**6**
Promoting understanding of and commitment to peace	12	13
*Preparing students for the labor market	13	**7**
Developing aesthetic appreciation	14	14

*Items bearing an asterisk are those on which the principals' ranking differs by four points or more from the principals' perceptions of parent goals. In each case, the higher ranking is in bold face type.

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Based on Q10.11 and Q1.38

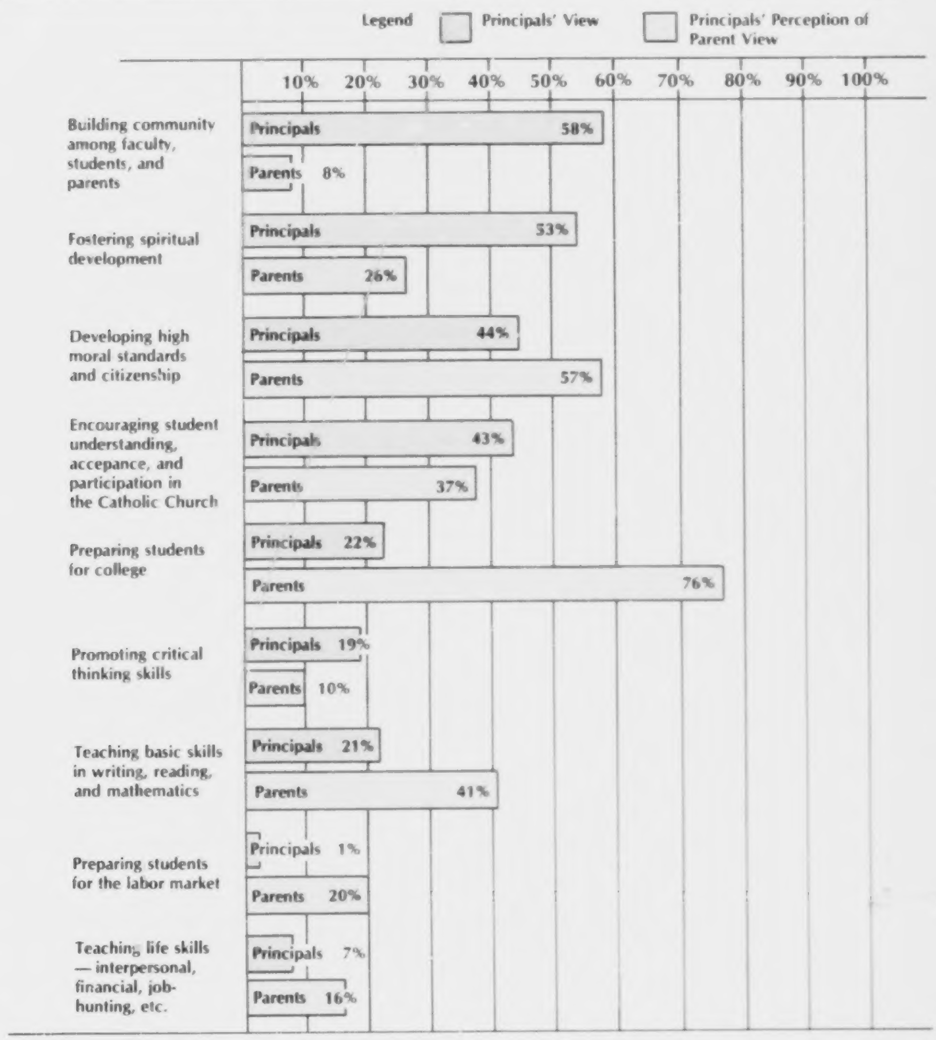
The largest discrepancy in the two views involves the principals' first choice, "building community among faculty, students, and parents." Principals, on the average, perceive that parents would rank it 11th. A 1975 Australian study of Catholic high schools found that, out of 25 statements often made about the aims of Catholic schools, parents and teachers ranked as number one the following: "Provide an atmosphere of Christian community where people are concerned for one another."[5] This survey represents administrators' views only (no parents involved). Thus, further research is needed to determine whether parents in the United States would rank this goal as number one for Catholic schools, in contrast to the principals' perception of its importance to parents.

The second largest discrepancy occurs with the goal, "preparing students for the labor market." Principals ranked it 13th, on the average, but judged that parents would rank it 7th, on the average. In the same Australian study, parents did rank two "practical" goals (preparation for the Australian Higher School Certificate and preparation for university study) much higher than did teachers.[6] Whatever the reality, principals seem to believe that the goals parents emphasize are the "practical" ones—preparing for college, developing basic skills, readying for the job market.

"Developing aesthetic appreciation" is ranked last in both lists of goals, suggesting that the arts are minimized in Catholic schools. As pointed out in chapter 4, what this means for the formation of the whole person is an issue for discussion among both Catholic school educators and parents.

Exhibit 10.4 presents these same findings in a more graphic way, comparing principals' view and principals' perception of parent view on the top three ranking goals. More than half of the principals say building community and fostering spiritual development rank in the top three. At the same time, principals believe that three-fourths of parents would rank preparing students for college in the top three. Discussions between staff and parents, centering on the educational goals of the school, might help to clarify any incongruities that exist.

EXHIBIT 10.4: Percentage of Principals Who Say Goal Ranks in Top Three of Seven



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Based on Q1.38 and Q10.11

Five-Year Trends and Evaluation

Catholic high school administrators were asked to assess whether the degree of parent involvement had changed during the last five years. Although one-half of them said it had stayed the same, 45 percent reported it had increased. These figures suggest that schools are encouraging parent involvement, and parents are recognizing the need to be involved.

Administrators were also asked to evaluate how well they did at "incorporating parents and families into the life of the school" and "involving parents and community in decision-making." Nearly three-quarters rated themselves "quite good" to "satisfactory" on the former, but only half gave themselves that rating for involving parents in decision-making. Forty-two percent of principals rated themselves "fair" to "poor" on the latter.

In assessing the degree of influence that a parents' association has on day-to-day school operation, just over half of administrators say "somewhat influential," and approximately one-third say "not at all influential." These data suggest that parents are generally involved in school decision-making neither collectively nor individually.

Differences in Parent Involvement by School Size

Based on school size, two general patterns emerge for the kinds of work in which volunteers are involved. As school size increases, more parent and family members volunteer time in administrative services, library, and office assistance. As school size decreases, more volunteers are involved in maintenance. Other capacities such as chaperoning, co-curricular activities, fundraising, instruction, publication, security, and supervision are relatively stable across school size.

The percentage of parents' organizations in very large schools (over 1,000) is 88 percent, whereas in very small schools (under 300) it is 75 percent. The highest percentage (95%) is among schools with 751-1,000 students.

According to principals, "providing opportunities for parents' input in school planning" is an activity that is emphasized less in the very large schools (29%) than any of the others. The figures below illustrate this.

Parents' organizations activity: Input in school planning

School Size	% Moderate to Major Emphasis
Under 300	51%
300-500	42
501-750	37
751-1000	47
Over 1000	29

"Providing religious and spiritual formation for parents" is more characteristic of parents' organizations in the larger schools. Thirty-seven percent of administrators in very large schools that have organizations say that the organization gives it moderate to major emphasis. In very small schools, the figure is 24 percent.

Comment

Parents of Catholic secondary school students volunteer their time, skills, and effort in a variety of ways. Through individual interchange with teachers and/or through a parents' organization, they might choose to chaperone an event, help with fundraising, assist in the office, help with maintenance, do public relations work, or disseminate school information to other parents. The emphasis on fundraising supersedes all others, but such things as helping with co-curricular activities and public relations work are emphasized considerably.

In an evaluation of how well their school involves parents and community in school decision-making, about half of administrators report a "fair" to "poor" rating. A more positive note is the better rating principals report on incorporating parents and families into the life of the school.

Most schools (90%) make use of volunteer work by parents and family members. A central question, however, is how parent volunteers are used. Are they involved primarily in chaperoning, helping with peripheral activities, mailing, and maintenance? Or are they also involved in academic areas, in the decision-making process, and in determining goals? Careful shaping of the partnership between parents and school is a part of the challenge of the '80s.

An important question arises from the fact that principals choose as a major goal for their school "building community among faculty, students, and parents." The evidence gathered thus far suggests that community is being built successfully among faculty and students, but there is less evidence that parents are being included as meaningfully as they might be in a broad range of school life. Why is this not occurring? Where it is occurring, how is it being accomplished? How might more Catholic schools include parents as significant partners in the school community and in the educational process?

One practical suggestion is related to the list of educational goals discussed in this chapter. Principals who would like to foster closer relationships between parents and the school might survey parents to discover the nature of their goals and hopes for the school. Such a survey would provide a more accurate perception of what parents think the school should be striving for and how well parents think the school is succeeding in reaching those goals. Results of such an assessment might encourage principals to involve parents in school planning, instructional work, and decision-making, to the benefit of the entire school community.

CHAPTER 11 Five-Year Trends

Highlights

Long-range planning, graduation requirements, parent participation, and emphasis on reading, writing, and mathematics skills have increased in Catholic high schools during the last five years.

In the last five years, the number of people participating in school decision-making has increased in most schools.

Over the past five years, disciplinary problems have been declining.

Schools that have increased in enrollment over the past five years tend to be:

- girls' schools
- schools with enrollments over 1,000
- private schools
- schools located in New England or the West

Schools with increasing enrollment have also been characterized by:

- higher academic achievement
- students with higher family incomes
- greater emphasis on the importance of sense of community in the school

Principals report that, overall, their schools are better off than they were five years ago.

A survey inevitably captures a moment in time, a picture of conditions as they were at a particular point. To ascertain the direction in which change is occurring in Catholic schools, this survey asked principals to indicate whether each of 26 areas of school life had increased, decreased, or remained stable during the past five years.[1] This chapter centers on areas displaying a national trend—those for which 50 percent or more of the schools reported a trend of the same type. Results for all areas appear in Appendix B. As in earlier chapters, these reports will be examined according to various school demographics. Attention will then turn to the important issues of increasing and decreasing enrollments and academic performance.

Increasing Trends

Six elements were reported by 50 percent or more of the schools as having increased over the past five years:

- Per-pupil budgets (Q13.21)
- Establishment of goal-setting and long-term planning (Q13.24)
- Emphasis on basic reading, writing, and mathematics skills (Q13.19)
- Percentage of lay teachers (Q13.13)
- Number of persons involved in school decision-making (Q13.16)
- Number of courses required for graduation (Q13.17)

Exhibit 11.1 gives percentages of the total sample that reported increases for each of these, as well as the percentages reported in various school demographic categories.

Not surprisingly, the trend with the highest percentage of increase among schools is the school's per-pupil expenditures. Inflation has affected costs of Catholic education as it has most other costs. But the high percentage of schools reporting budget increases may reflect more than inflated dollars buying the same goods and services. At least a portion of the increase may indicate investment in academic areas. Two other increasing trends—emphasis on basic reading, writing, and mathematics skills, and the number of courses required to graduate—denote a renewed press for academic standards. This may, in some cases, mean added expenditures in the curricular area.

Other survey data show that the percentage of lay teachers is on the rise (see chapter 3); principals confirm it here. The sharp reduction in new vocations to the priesthood and religious life in the American Catholic church in recent years continues to have its effect on all areas of church life.

In many of the demographic categories related to a single question (e.g., gender composition as related to percent of school reporting an increase in per-pupil budgets), the difference

EXHIBIT 11.1: Percentage of Schools Reporting Increasing Five – Year Trends

(by school demographics)

	Per-pupil Budget	Planning, Goal-setting	Emphasis on 3Rs	Percent Lay Teachers	Number of Persons in Decision-making	Number of Courses Required to Graduate
Total	**93%**	**64%**	**63%**	**62%**	**58%**	**53%**
School Type						
Diocesan	92	63	64	57	57	57
Parochial	92	58	75	53	53	57
Inter-parochial	96	66	66	68	52	62
Private	93	67	58	67	61	49
Gender Composition						
Boys' schools	94	61	56	65	57	43
Girls' schools	94	68	60	65	63	55
Coed schools	93	64	55	59	55	56
Region						
Great Lakes	94	66	68	54	53	59
Mideast	91	54	64	63	55	38
New England	96	71	72	67	64	46
Plains	99	67	50	68	55	52
Southeast	92	61	54	59	54	63
West/Far West	92	76	66	66	71	67
Enrollment Size						
Under 300	92	62	58	54	51	56
300-500	92	65	62	56	56	55
501-750	96	67	64	67	65	53
751-1000	93	66	67	67	60	51
Over 1000	93	65	68	75	60	48

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Based on Q13.13, 13.16, 13.17, 13.19, 13.21, and 13.24

between the lowest percent and the highest is relatively small—in this example, only one percent.

Gender composition reveals a difference of more than 10 percentage points between the highest and lowest on only one question in this set—the number of courses required to graduate. Only 43 percent of boys' schools reported an increase, whereas 55 percent of girls' schools and 56 percent of coed schools reported an increase.

The most marked difference between high and low percentages is among geographical regions—on increased number of course requirements for graduation. Whereas only 38 percent of Mideast schools reported an increase in graduation requirements, 67 percent of West/Far West schools did so—a disparity of 29 percent. The Southeast and Great Lakes regions also have high percentages of schools that reported increased graduation requirements. The regions differ markedly from high to low percentages on all of the questions in Exhibit 11.1, except for per-pupil expenditures.

Another substantial disparity is in school enrollment as related to the increase in percentage of lay teachers. Seventy-five percent of the largest schools reported an increase in number of lay teachers, whereas only 54 percent of the smallest schools did so. Enrollment size also makes a difference in increased numbers of people involved in decision-making, with schools from 501–750 students reporting the greatest change in involvement, and the smallest schools reporting the least change.

Declining Trends

Only one of the 26 school characteristics was perceived by 50 percent or more of the principals as declining: serious disciplinary problems (see Exhibit 11.2). Only one percent of the

EXHIBIT 11.2: Percentage of Schools Reporting Declining or Stable Five–Year Trends

(by school demographics)

	Declining	Stable				
	Disciplinary Problems	Required Religion Courses	Students Transferring to Public School	Teacher Interest in Unions	Number of Specialists	Low-Income Students
Total	**55%**	**83%**	**74%**	**74%**	**68%**	**66%**
School Type						
Diocesan	56	82	72	69	68	69
Parochial	59	83	66	67	70	63
Inter-parochial	67	82	76	78	63	72
Private	49	83	76	80	68	63
Gender Composition						
Boys' schools	54	83	77	76	69	62
Girls' schools	44	87	79	82	64	63
Coed schools	59	81	70	69	70	69
Region						
Great Lakes	54	79	73	74	63	63
Mideast	48	89	74	70	67	62
New England	69	79	71	62	72	77
Plains	55	85	81	81	69	69
Southeast	54	78	71	84	77	69
West/Far West	56	81	75	71	67	66
Enrollment Size						
Under 300	54	84	72	79	77	69
300-500	57	82	73	77	66	63
501-750	54	80	71	70	68	67
751-1000	55	80	75	70	63	63
Over 1000	50	86	79	65	61	70

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Based on Q 13.4, 13.6, 13.9, 13.12, 13.20, and 13.25

principals perceived an increase in such problems, by far the lowest rate of increase of any of the items listed.

Stable Trends

The five characteristics most frequently rated as stable by the principals, shown in Exhibit 11.2, are:

- Religion courses required (Q13.20)
- Students transferring to public schools (Q13.6)
- Teacher interest in unions (Q13.25)
- Number of specialists (Q13.12)
- Low-income students (Q13.4)

More than 65 percent of principals reported these as stable during the past five years. Although many of these areas of school life do not vary markedly by school demographics, a few do.

In enrollment size, the greatest stability across the demographic categories occurs both in the very largest schools and in the smallest schools. The former show the highest percentages on three of the five characteristics (religion courses required, number of students transferring to public schools, and low-income students). The latter, however, show the highest incidence of stability on teacher interest in unions and number of specialists, and the second highest on required religion courses and low income students.

Specific Trends

In addition to the general picture of schools revealed by the majority trends they report, at least two questions in this section of the survey will be of interest to those concerned with Catholic high schools: enrollment and test score trends. Both are shown in Exhibit 11.3.

ENROLLMENT TRENDS

Enrollment in coed schools seems to be declining; in girls' schools, increasing; and in boys' schools, stable. Small schools are getting smaller and big schools, bigger. Private school enrollments are apparently increasing and the three other types decreasing. Enrollment in schools in New England and the West is increasing; in the Southeast, it is largely stable. Enrollment in other regions is decreasing.

All of these characteristics are demographic, but interesting differences occur on several other characteristics. For example, schools with increasing enrollment are *higher* than schools with decreasing enrollment in:

- Average family income of $35,552 (vs. $28,168 for schools with decreasing enrollment)
- A total of 2,004 class hours required for graduation (vs. 1,886 for schools with decreasing enrollment)
- Strong emphasis on the importance of community (as discussed in chapter 5)
- An average starting salary for teachers with a B.A. degree of $11,436 (vs. $10,800 for schools with decreasing enrollment)
- A relatively high combined index of academic excellence (a composite of scores on Q3.21, Q3.36, Q4.1, Q4.7, and Q4.9).[2]

The overall trend in enrollment seems largely stable. Other researchers have reported evidence consistent with these findings. While recent declines in enrollment are continuing, they have slowed and, in some cases, nearly stopped in the last five years.[3] Perhaps the enrollment decline is bottoming out. The expected rise in the birthrate over the coming decade may sustain current enrollment levels, if it does not, in fact, produce an increase.

TEST SCORE TRENDS

According to principals' reports, test scores are increasing in about 40 percent of Catholic schools, with little variation by school demographics. The smallest schools (300 students or

EXHIBIT 11.3: School Enrollment and Test Score Trends

(by school demographics)

	Enrollment		Test Scores	
	Decreasing	Increasing	Decreasing	Increasing
Total	**38%**	**36%**	**8%**	**41%**
School Type				
Diocesan	45	33	9	39
Parochial	**46**	29	**11**	38
Inter-parochial	55	23	4	42
Private	26	**44**	7	**43**
Gender Composition				
Boys' schools	30	38	**11**	42
Girls' schools	31	**42**	9	37
Coed schools	**44**	33	7	**42**
Region				
Great Lakes	46	31	7	33
Mideast	41	35	**16**	41
New England	19	**51**	8	43
Plains	**52**	25	5	45
Southeast	34	36	3	42
West/Far West	25	44	2	**48**
Enrollment Size				
Under 300	**46**	28	6	**45**
300-500	42	33	9	38
501-750	35	42	8	40
751-1000	33	41	**10**	41
Over 1000	23	**45**	8	38

Note: Area of greatest increase or decrease in each demographic category is in bold face type.

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Based on Q 13.2 and Q 13.7

less) and those in the Plains or the West/Far West were somewhat more likely to report an increase in scores than other schools. About half of all schools reported that test scores had remained stable for the past five years.

Comment

In viewing data on principals' perceptions of trends in their schools, it is tempting to look for a coherent pattern. The trends, however, cannot be summarized in a simple way. Furthermore, to speak of averages masks the variety of circumstances faced by individual schools, a point worth remembering in dealing with group data.

One general conclusion can be drawn from the information on trends. On the whole, principals view conditions in their schools as having improved over the past five years. The report is an optimistic one. The only declining trend universally reported constitutes good news: Serious disciplinary problems are declining. Most other areas of school life are perceived as stable or moving in a positive direction.

CHAPTER 12

Achievements and Needs in Catholic High Schools

Highlights

Principals evaluated their schools in 45 areas of school life. The three areas receiving the most favorable average ratings were:
- maintaining an effective discipline policy
- religious education of Catholic students
- value or moral education

Areas of school life receiving the most positive evaluations tend to fall into the general categories of school climate, academic programs, and religious education.

Schools rated high in school climate also tend to be rated high in academic achievement.

The three areas receiving the lowest average ratings were:
- computer-assisted teaching
- involving parents and community in school decision-making
- providing quality education for the handicapped

Areas of school life receiving the least favorable evaluations tend to fall into the general categories of service to the disadvantaged and promoting constituent involvement in the life of the school.

Much of this report has been descriptive rather than evaluative. It has counted resources, people, and programs, and sorted these counts by school demographic factors. The result is a wealth of useful and necessary information describing Catholic high schools. Similarly, evaluative information is needed. This involves making judgments about what Catholic high schools do well and what they do not do well. Parents contemplating where their children should go to school want to know the answer. National policymakers, struggling with issues of educational quality and equity and considering proposals such as tuition tax credits, want to know. Catholic educators, concerned with preserving strength and eliminating weaknesses, also want to know.

Many methods are available for making these judgments. No one method, in and of itself, is perfect. Student achievement scores can be monitored and compared with national norms or some other benchmark, as was done in the *High School and Beyond* study. Student progress can be assessed in other areas, such as religious beliefs and values, as NCEA has done through its REOI and REKAP surveys.[1] The quality of programs can be evaluated by using trained observers to visit schools and watch how programs are organized and conducted. *Effective Catholic Schools: An Exploration* included this kind of evaluation in its investigation.[2] Each method is subject to criticism for (1) taking too narrow a view of the aspects of school life to be evaluated, (2) failing to take into account the perspectives of all the key players in a school (teachers, administrators, parents, students), and (3) using only a subset of available data-gathering techniques (e.g., surveys, interviews, observation, examination of school archives, etc.).

This research project chose to pursue breadth rather than depth. The objective was to investigate many different areas (student outcomes, programs, staff, milieu) briefly, rather than examine only one comprehensively. Hence, this chapter presents evaluative information based on principals' judgments of how well their own schools are currently performing in 45 different areas. It is another means of assessing what is working and what is not.

Obviously, principals are not unbiased evaluators; they do have a vested interest in Catholic high schools. However, they also have the opportunity to observe what goes on in schools first-hand and the ability to report their judgments honestly. In this case, they also knew their individual evaluations would be confidential. These findings should be viewed with caution, certainly, but also with trust. They offer valuable insights for educators and others making decisions about Catholic schools at local and national levels. To help local administrators make maximum use of the findings, Appendix C contains the names and addresses of schools that have attained significant effectiveness in one or more of these areas of school life. These are arranged by geographic region so that a principal can locate nearby schools that have solved a problem with which he or she is dealing. In this way, networks can be built through which schools can learn from each other.

Principals were given a list of 45 areas of school life and asked to evaluate each, selecting one of these response options:

> Our work in this area is outstanding.
> Our work in this area is quite good.
> Our work in this area is satisfactory.
> Our work in this area is fair.
> Our work in this area is poor.
> The topic is not important, desirable, or relevant to our school's mission or constituency.

Most of the 45 areas surveyed fall into one of seven categories: school climate, academic programming, religion and value education, development, special programs and services, social issues and social justice, and constituent involvement in the life of the school.

"Outstanding" and "quite good" have been taken as evidence of excellence or *achievement*. Responses of "fair" or "poor" suggest that performance in a given area is far from ideal. These latter responses, then, are taken as evidence of *need*. The most commonly mentioned achievements and needs are described in this chapter. Discussion focuses first on achievements and needs among all Catholic schools, then turns to distinctive achievements and needs for certain subgroups.

Achievements Common in Catholic High Schools

Twelve of the 45 areas were rated "outstanding" or "quite good" by two-thirds or more principals. These 12, the most commonly mentioned achievements of the 45, are listed in Exhibit 12.1.

The highest rated area is "maintaining an effective discipline policy." Eighty-nine percent of principals rated this as "outstanding" or "quite good." The 12 achievements fall into three categories (following each is the percent of principals who rated it "outstanding" or "quite good").

Climate:

Maintaining an effective discipline policy (89%)
Creating a caring and benevolent school environment (76%)
Building a sense of community among students and staff (72%)
Staff morale (75%)

Academic Programs:

Mathematics curriculum (77%)
Science curriculum (75%)

Religious & Value Education:

Value or moral education (84%)
Religious education of Catholic students (86%)
Providing quality retreat programs (69%)
Helping students develop a healthy self-image (71%)
Education in sexuality, marriage, and the family (69%)
Promoting faith development among students (66%)

Most high schools consider themselves strong in all three areas, further defining what Catholic high schools have in common, as discussed chapter 1. The three areas are interrelated. Schools that reported achievement in one area did so in the other two. If one area was evaluated less than satisfactory, so were the other two.[3] This finding is consistent with the theory that a positive school climate, built on a sense of caring and affirmation within a structure of order and clear rules, provides an atmosphere in which students can grow in academic skills, faith, and values.

"Fair" or "poor" ratings are quite rare for the 12 achievements. In only one case, "providing quality retreat programs," did more than 10 percent of schools indicate a clear need (on this item, 12 percent of schools rated themselves "fair" or "poor").

EXHIBIT 12.1: The Twelve Most Common Achievements in Catholic High Schools

	Percent of Principals Rating Item				
	Outstanding	Quite Good	Satisfactory	Fair or Poor	Not Relevant
Maintaining an effective discipline policy	30%	59%	10%	1%	0%
Religious education of Catholic students	31	55	13	2	0
Value or moral education	24	60	15	2	0
Creating a caring and benevolent school environment	27	50	20	3	0
Mathematics curriculum	27	50	20	3	0
Staff morale	17	58	21	4	0
Science curriculum	20	55	22	3	0
Building a sense of community among students and staff	23	49	22	7	0
Helping students develop a healthy self-image	14	57	27	3	0
Providing quality retreat programs for students	29	40	18	12	1
Education in sexuality, marriage, and family life	17	52	23	7	0
Promoting faith development among students	12	54	29	5	0

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Achievements, as described earlier, were defined as the combination of "outstanding" and "quite good" ratings. As shown in Exhibit 12.1, "quite good" is much more frequent than "outstanding." Relatively few principals selected the top rating, suggesting that most recognize that improvement is possible.

Additional information about achievements in Catholic high schools emerges from an analysis of a section, at the end of the survey, in which principals were asked to identify and describe "up to three areas of significant achievement in your school" (Q14.49-Q14.51). These open-ended responses were coded into about 40 categories to obtain names of schools in specific areas of achievement, grouped by geographical region for Appendix C.

A disproportionate number of responses are in the three areas of climate, academic programs, and religious/value education. Some examples, listed below, bring life to these achievements in a way that numbers cannot.

Climate

"We promote family-school agreement on academic and disciplinary standards. Parents and students sign a 'code of behavior' statement as a condition for registration. The statement lists academic and behavioral expectations and the consequences for not meeting expectations. This process has produced significant improvements in cooperation, attitude, and good-will."

"We have begun a Teacher-Advisor program in which each student selects a teacher to be an adult role model. A Teacher-Advisor becomes someone a student can lean on for advice to help in coping with a problem."

"Intangible as Spirit is, students come here because they have felt this in students who attend here. They want to be with other students and faculty who care about them and who are not afraid to show it. Our people do care, do reach out, and show concern for each other."

Academic Programs

"Since 1970, incoming students have begun their study of foreign language in a 'Saturation Program.' Ninth graders study social studies, literature, and grammar in the foreign language of their choice. The program has received attention in national educational journals."

"We have introduced a required 9-week freshman computer course which emphasizes word processing, coping with and understanding our computerized society, and the elements of programming. We have 52 computers available for student use, and a number of advanced computer courses."

"We excel in promoting strong academic achievement among low-income students. We have an excellent remedial skills program and an active tutorial program in which faculty and other students give individualized attention to less well prepared students. A majority of our low-income students eventually enroll in a college or university."

Religious and Value Education

"We offer a highly effective 2½ day retreat, mandatory for all juniors, which is conducted away from the whole campus. These retreats, conducted by members of the faculty, attempt to crystallize the student's self-image, strengthen his or her values and moral attitudes, and develop a concept of responsibility for various kinds of community (family, school, world)."

"We have a model program (for faculty and students, curricular and extracurricular) for teaching and promoting works of social justice. More than 200 of our people are actively involved in operating a sports clinic for the retarded, Big Brothers, Appalachian Live-In, Covenant House, Adopt a Grandparent, or collaborating with B'Nai Brith on fighting anti-Semitism."

"Even though many of our students are from low-income families, we have been able to communicate to them about the needs of the other less fortunate people in their world, and they have responded generously through service and, when possible, with food or monetary contributions."

Needs

Stories of the achievements of Catholic high schools are encouraging to read. However, their needs are what claim the attention of many Catholic school principals. The 10 areas with the lowest evaluations are listed in Exhibit 12.2. For each of these, more schools are rated as "fair" or "poor" than "outstanding" or "quite good." They are the 10 areas of greatest need among

EXHIBIT 12.2: The Ten Areas of School Life Receiving the Lowest Evaluations

	Percent of Principals Rating Item			
	Outstanding or Quite Good	Satisfactory	Fair or Poor	Not Relevant
Responding to the special needs of minority students	22%	34%	28%	17%
Involving feeder-school parishes in school life	29	32	33	7
Providing effective, vocationally-oriented curricula for non-college-bound students	21	29	28	22
Interacting with the community immediately surrounding the school	23	39	33	4
Encouraging religious vocations	24	37	37	1
Involving students in decision-making	19	43	34	4
Recruiting and retaining low-income students	25	26	40	9
Computer-assisted teaching	25	24	44	7
Involving parents in decision-making	13	38	43	7
Providing quality education for the handicapped	7	20	30	43

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the list of 45. However, only about one-third of schools are rated "fair" or "poor" on each of these 10 dimensions. Hence, while these need areas are relatively large compared to other school dimensions, none is found in a majority of schools. The fact that in only 10 of the 45 areas are "fair" or "poor" ratings more common than "outstanding" or "quite good" ratings is noteworthy. Two explanations are possible. One is that Catholic high schools tend to be effective on most of the evaluated dimensions. The other is that principals have a bias to evaluate schools positively, thereby giving more favorable ratings than schools actually deserve. It is uncertain which of these is the better explanation; perhaps both are partially true.

In examining the list of 10 lowest evaluations in Exhibit 12.2, several themes emerge. One has to do with how Catholic schools serve disadvantaged students. In three areas (responding to the special needs of minority students, recruiting and retaining low-income students, and providing quality education for the handicapped), about one-third of principals rated their schools "fair" or "poor." But just as many principals rated these areas as "satisfactory," "outstanding," or "quite good." What this means depends on one's perspective. Some will be gratified that Catholic high schools are doing as well as they are with disadvantaged students. Others might be disappointed—particularly those who want Catholic high schools to make service to disadvantaged youth a priority.

Providing quality education for the handicapped was rated "not relevant" in 43 percent of schools, suggesting that many Catholic high schools are not equipped or staffed to handle handicapped students. It is, of course, an expensive endeavor to provide trained staff and necessary facilities for the handicapped. For schools to improve in this area would necessitate cutbacks in other areas and/or aggressive pursuit of new sources of income (an issue addressed more fully in chapter 2). This point may also apply to providing effective, vocationally-oriented curricula for non-college-bound students. As mentioned earlier, providing a rigorous academic program is a priority in most Catholic high schools. To offer equally effective vocational education might diminish the academic area, unless new sources of funding are found.

A second theme present in this list of 10 has to do with incorporating constituents into the life of the school. Relevant areas here are involving students in decision-making, involving parents in decision-making, interacting with the surrounding community, and involving feeder school parishes. These things are not easily done well. Each takes considerable effort. From a development point of view, however, more concerted efforts in these areas could produce handsome dividends. There are also, of course, less utilitarian reasons for devoting energy to incorporating constituents into school life.

It is important to recognize that, in each of these 10 need areas, some schools claimed significant achievements. Appendix C provides the names and addresses of these schools. Consequently, schools having difficulty in a particular area have the opportunity to locate schools that have dealt with it effectively.

At the end of the survey, principals were given the opportunity to describe, in their own words, up to three areas of significant need (Q14.45–Q14.48). Two themes are prominent in these records. The first is the concern that one's school is not doing enough to serve low-income and minority youth, a theme which—as noted earlier—also surfaced in the evaluations of the 45 areas of school life. What is new in the open-ended responses is a widely-shared sense of disappointment or regret. As one principal noted:

> "We desperately want to recruit and educate more minority and low-income students. But our location hurts us. We are located in a middle-class, white suburban area, and it is difficult to convince inner-city youth to attend a school located in such a different, and perhaps threatening, environment. We need help in making our school known to minority and low-income youth and in designing a school environment and curriculum which is sensitive to their needs."

The second theme has to do with finances, a topic not adequately covered in the list of 45 areas. In the open-ended responses, an outpouring of concern and anxiety about schools' financial health surfaced. The following quotations represent concerns commonly raised about four issues: tuition rates, maintenance, salaries, and subsidies.

> "More modern and larger facilities and equipment are needed. Current financing methods, tuition, and fund raising only attempt to meet operating expenses. There is little hope of major renovation or capital improvement in a facility 70 years old. Our students are entitled to the same facilities and equipment as those offered in diocesan schools."
>
> "The majority of our student population comes from families that are finding it extremely difficult to afford the spiraling cost of tuition and fees. Monetary help either in the form of scholarship aid or tuition tax credits would be a great aid in keeping these families in school."
>
> "We need to find a way to improve salaries, benefits, and resources for the faculty without outpricing the poor. Currently the faculty are *de facto* subsidizing the school by working *far* below their counterparts in either diocesan or public schools. The personal sacrifices of the faculty cannot go on forever and in justice the Church ought to be paying them a living wage."
>
> "At present 80% of all income in my school comes from parish subsidies. I fear that these parishes will not, or cannot, continue to help us to this extent. Our future does not look bright unless we can find new sources of income."
>
> "Funds for the upkeep of buildings and programs are not sufficient. This forces both to decline or they must be maintained by higher tuition. This excludes more minorities and low-income families. This results in our being viewed as more and more exclusive and further undermines church support by those who feel it our Christian duty to serve the poor and minorities. Funding could increase with increased enrollment. This requires endorsement and a firm belief in the need for Catholic secondary school education. This is weak in our area. There are too many independent clergy who do not support us, other than occasional lip service, because we live in areas with public schools that are good. Many feel the desired Catholic outcomes can be obtained through parish CCD and Religious Education programs. Diocesan leadership should be firm. A half-hearted commitment will be our demise. What we are doing is excellent. The spirit needs to take hold and through unified effort and good public relations, we should do well."

Other Evaluations

Between the top 12 evaluations and the bottom 10 are 23 other areas, listed in Exhibit 12.3. On all 23 dimensions, ratings tend to be positive. "Outstanding" or "quite good" ratings range from 64 percent to 34 percent; "fair" or "poor" ratings range from 6 percent to 33 percent.

Stimulating progress in writing skills has very favorable evaluations, almost on a par with science and mathematics curricula (two of the top 10 achievements). Two religious education items are at the top of the list (presenting church teachings on important social issues and religious education of non-Catholic students).

Several areas have mixed reviews. Developing computer literacy is strong in 44 percent of schools, but is an area of need in 28 percent. Promoting growth in expression and apprecia-

EXHIBIT 12.3: Evaluations for 23 Other Areas of School Life

	Percent of Principals Rating Item			
	Outstanding or Quite Good	Satisfactory	Fair or Poor	Not Relevant
Religious education of non-Catholic students	63%	26%	6%	5%
Stimulating progress in writing skills	62	31	7	0
Presenting church teachings on important social issues	64	27	9	0
Creating among students compassion for people in need	63	30	8	0
Providing challenging opportunities for gifted students	60	24	16	1
Career counseling	54	34	11	0
Fundraisers	52	27	20	1
Public relations	50	33	18	0
Staff professional development	51	41	13	0
Providing challenging service opportunities for students	49	30	8	0
Campus or youth ministry	46	27	22	4
Long-range curricular planning	47	36	16	0
Chemical awareness	43	44	14	0
Promoting faith development among staff	43	40	16	0
Remedial work in basic skills	36	37	18	10
Developing sensitivity to social and ethnic minorities	41	39	20	1
Incorporating parents and families into the life of the school	43	35	22	1
Developing computer literacy	44	27	28	1
Accommodating students' individual learning styles	33	42	23	2
Education for responsible stewardship of the earth and its resources	31	45	24	0
Development	42	23	34	1
Creating loyalty to the school among alumni	39	27	33	1
Promoting growth in expression and appreciation of the arts	36	34	31	1

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tion of the arts is a strong achievement in 36 percent of schools and an area of need in 31 percent. Education for responsible stewardship shows positive evaluations from 31 percent of schools, and low evaluations from 24 percent.

Many of the 23 items in this category are related to development. For example, "development—e.g., alumni affairs, communicating with constituents, developing a fund-raising strategy, etc." received "outstanding" or "quite good" ratings from 42 percent of schools and "fair" or "poor" ratings from 34 percent. Thus, a number of schools have development expertise that could be shared with other schools looking for advice and ideas. The open-ended responses at the end of the survey vividly portray this diversity:

> "We are in the process of approaching foundations for major capital gifts to our school. We were able to raise over $100,000 last year in our first attempt."
>
> "Our high school Parent-Teacher Association has produced extra-ordinary income averaging over $300,000 per year for the past ten years. We have sustained this effort relying solely on volunteer workers, and every indication is that it will continue. The magnitude of this operation is almost unique and stands as testimony to the faith that our parents have in the value of Catholic education. This additional income not only provides funding for capital improvements, it also represents nearly 50% of the annual operating budget."
>
> "An endowment campaign, chaired by an alumnus businessman, raised in excess of $1.2 million goal during recession year 1982–83. Campaign strengthened alumni and community ties to the school and laid a solid foundation for current and future financing."
>
> "Our establishment of an Alumni Association with regional chapters throughout the nation is outstanding. Currently six regional chapters are active."
>
> "A significant need in our school is to have former graduates contribute to the financial needs of the school system, but we do not yet have the kind of alumni loyalty needed to bring this about. Also, our community does not appreciate the presence of the Catholic school system."
>
> "We need someone to improve our image in the community at large. It isn't that our image is bad, but many people still believe a lot of myths, for example, that we do not offer as many courses as the local public school or that we do not prepare them as well for college. Neither of these are true and many people know it, but perhaps good, consistent publicity aimed at overcoming these myths would help."
>
> "We have always had a big problem with parental support. Part of the reason is the widespread area from which students come; that, added to the overall economic status of our families, seems to militate against people coming to meetings or having time to help on school projects. We try to work on public relations, but it often feels like an uphill battle. Both this problem and the one listed above (recruiting and retaining low-income students) are, we think, very tied into the whole idea of poverty, lack of resources. We feel poor!"
>
> "Long-range planning. Because of the shift in population in the city (more Hispanics, other minorities, large percentage of elderly), we need to develop a plan for long range curriculum and program planning to serve the students' needs."
>
> "Tuition costs, expenses of operating, and lay faculty salaries are all areas that require a new approach. Development office is something we see need for but can't afford. The diocese's commitment to education is very questionable, which is why I am working toward becoming a privately operated school."

Achievements and Needs Related to School Demographics

Exhibit 12.4 presents a partial list of needs and achievements as a function of school characteristics. Four findings stand out:

1. Schools with high proportions of minority or low-income students have particular needs in the areas of development and parent involvement.
2. Very small schools tend to have strong needs in special program areas. This is probably due to the relatively small budget in these schools, which may not have the financial resources required to strengthen the programs.
3. Large schools are strong in many of the areas in which small schools are weak. Again, this is largely a function of budget.
4. Needs and achievements do not vary much by region. Regional differences listed in Exhibit 12.4 represent fairly small departures from the national norm.[4]

EXHIBIT 12.4: Relationship of School Characteristics to Needs and Achievements

	Strong Achievements (relative to other schools)	Strong Needs (relative to other schools)
Schools with 25% or more minority	Career counseling Remedial education	Development Parent involvement
Schools under 300 students	Accommodating individual learning styles Staff morale	Campus ministry Chemical awareness programs Sexuality education Remedial education Challenging gifted students
Schools over 1,000 students	Developing computer literacy Education for the handicapped Development Remedial education Effective discipline policy Campus ministry Challenging gifted students Parent involvement Attracting alumni support	Responding to the special needs of minority students
Schools with 21% or more low-income	Remedial education Vocational curricula Developing sensitivity to minorities Responding to the special needs of minority students Recruiting and retaining low-income students	Development Parent involvement Math curriculum Science curriculum Public relations Fundraisers
Region		
Great Lakes	Fundraisers Sexuality education	Providing challenging service opportunities for students
Mideast	Career counseling Developing computer literacy	Fundraisers
New England	Effective discipline policy Long-range curricular planning	Education for the handicapped
Plains	Fundraisers Strong alumni loyalty	Developing sensitivity to minorities
Southeast	Responding to needs of minority students Challenging gifted students	Remedial education
West & Far West	Responding to needs of minority students	Vocational curricula

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chial schools often serve a different kind of student (low-income, less academically prepared) than do private schools. Their budgets differ as well. Do parochial school principals have a kind of inferiority complex about the quality of their schools? Or do parochial school principals make more realistic appraisals of school life than do principals in other settings? Highest achievements not assigned to private schools tend to fall to inter-parochial schools, particularly in the areas of religious and value education. Similarly, lowest achievements not assigned to parochial schools fall to inter-parochial schools. Diocesan schools are distinctive in that they rarely attain either the highest achievement score or the lowest. They tend to be solidly in the middle on all dimensions.

The numbers below summarize the distribution of average highest and lowest evaluations:

Number of dimensions on which school type receives highest or lowest average evaluation*

	Highest Evaluation	Lowest Evaluation
Diocesan	3	3
Parochial	0	30
Inter-parochial	14	12
Private	33	2

*Columns do not sum to 45 because of ties in designations.

Comment

In 44 of the 45 areas, the percentage of outstanding and quite good ratings exceeds the fair and poor ratings. The single exception is providing quality education for the handicapped. At face value, this would suggest that Catholic high schools tend to be succeeding in a wide range of areas. Is this the way it really is? There is, of course, the caveat that these findings are based on principals' perceptions. Furthermore, the "halo effect" that might be operating cannot be measured. Thus, caution should be exercised in treating each of the 45 evaluations as absolute.

The relative order of the evaluations may be more reliable. Thus, in comparison to other facets of school life, the most positive evaluations are given in the areas of climate, academics, and religious education. The least favorable evaluations are give in the general areas of service to the disadvantaged and constituent involvement. Here is where needs are most likely to occur, or to be most pronounced.

The two areas are not unrelated. Service to the disadvantaged is a crucial part of the mission of Catholic high schools. Yet it requires financial resources or facilities not readily available to many schools. Procuring additional resources usually requires constituent involvement and, beyond that, involvement of the community at large. Their involvement is a necessary part of a larger development program designed to generate widespread interest in and commitment to a school. Interest and commitment, once nurtured and then sustained, are vital to successful fundraising.

Not every school can achieve excellence in absolutely everything. Choices about each school's particular emphasis must be made, and subsequent curricular choices, budget allocations, recruitment of students, and fundraising efforts must be made in light of that mission. New and creative solutions are needed. Many people are willing to help Catholic schools: parents, alumni, educators, business and community leaders from both inside and outside of the Church. Perhaps one of the best gifts they can tender is to offer new perspectives on, and help in clarifying, the particular mission to which a school is called. Beyond that, the school's constituency must adopt the mission, defend its choice against the persistent and human temptation to try to do and be everything, and move forward in pursuit of that chosen mission.

CHAPTER 13

Schools Serving Students from Low-Income Families

Highlights

Most Catholic high schools (82%) have some students whose family incomes are below the federal poverty line; 8 percent of schools enroll more than 20 percent of their students from low-income families.

Eighteen percent of schools have no low-income students.

The average percentage of low-income students varies very little by school demographic categories. Parochial schools enroll slightly more low-income students than diocesan or private schools. Schools with enrollments under 500 enroll slightly higher percentages of low-income students than larger schools.

Schools with high percentages of low-income students are not exclusively urban. Fifteen percent of them are in towns under 2,500.

Schools with high percentages of low-income students do not all have high percentages of minority students. About one out of four has less than a five percent minority enrollment.

Schools with high percentages of low-income students have disproportionately high percentages of women religious in administrative and teaching positions.

Schools serving students from low-income families receive more income from subsidies and contributed services than other schools.

Schools serving low-income students have graduation requirements as rigorous as those in other schools.

Catholic schools historically have had a mission to serve economically disadvantaged youth. For many years, Catholic schools provided an important educational resource for European immigrant families. Following the two world wars and the imposition of strict immigration quotas, that role became less important.[1] With the recent flow of immigrants both from Spanish-speaking countries and from the countries of Southeast Asia, Catholic schools have once more taken on that role. Thus, while the ethnicity of the poor has changed, the commitment to serve them has not.

Percentages of Low-Income Students

Chapter 2 described the economic backgrounds of students' families, based on principals' estimates. Some of the figures are repeated here as a context for describing how Catholic high schools serve low-income students (in this chapter, the term "low-income students" refers to youth who come from families with low income). Principals were asked to indicate the percentage of students from families below the federal poverty level. They were given this definition of the 1982 poverty level:

> The 1982 federal poverty level for a family of four was set at a gross income of $9,300; those with incomes below that figure were considered to be living in poverty. Below are given some other income figures for families of different sizes.

The 1982 poverty level for different family sizes was as follows:

family of two	$ 6,220
family of three	7,760
family of four	9,300
family of five	10,840
family of six	12,380

The distribution of low-income (below poverty level) students among Catholic high schools is given below.

Percentages of low-income students in Catholic high schools (Q3.24)

Concentration of families below federal poverty level	% in CHS
0% low income	18%
1–10% low income	63
11–20% low income	10
21–50% low income	6
51% or more low income	2

Eighty-two percent of schools have at least some low-income students; only 18 percent of schools have none. Relatively few schools (8%) have more than 20 percent low-income students. In other words, most Catholic high schools have some low-income students, but few have very many.

INCOME DISTRIBUTION

Determining the income levels of Catholic high school students' families is not an easy task. This study used principals' estimates. In the one other study (1980) addressing this issue, students themselves estimated family income.[2] Both methods are imprecise. Most schools do not have accurate financial records on all students' families. Therefore, principals have to do a certain amount of guesswork—albeit educated guesswork—in stating the income distribution for students' families. Students, on the other hand, are notoriously uninformed about family income. The accuracy of their estimates is not known.

The 1980 *High School and Beyond* study, which used students' estimates of family income, concluded that the percentage of low-income students in Catholic high schools is about half that found in public schools, and that the percentage of high-income students in Catholic high schools is about double that found in public schools.[3]

The income differences between public and Catholic schools are less pronounced when using principals' estimates from this study, in combination with 1982 census figures on income levels for families of four. Below, national census figures are compared with Catholic school figures. The Catholic school figures have been adjusted to control for school size.

Income level of CHS student families and U.S. population compared

	% of U.S. families of 4 with this level of income	% of CHS families with this level of income
Under $10,000	11%	6%
$10,000–$19,999	20	22
$20,000–$50,000	55	61
Over $50,000	14	11

If the figures in the first column can be taken as an estimate of family income for students in the public sector, then Catholic high school families do not differ greatly from public school families. If $10,000 is taken as the cutoff for poverty level (the 1983 cutoff for a family of four was about $9,800), then Catholic high schools are underrepresented by poverty-level families at one extreme and by high-income families at the other extreme, and slightly overrepresented in the middle two income categories ($10,000–$19,999 and $20,000–$50,000). The Catholic/public income differences derived in this way are not as large as those in *High School and Beyond*. There is obvious ambiguity about the comparison between Catholic high school and public family income distributions. Further research is clearly needed before any definitive judgment can be made.

ECONOMIC INTEGRATION

Significantly, the 1980 *High School and Beyond* study concluded that, although Catholic high schools enroll a smaller percentage of low-income students than public schools, "the degree of economic segregation is lower in the private sector as a whole, and in the Catholic and the other private sectors separately, than in the public sector."[4] Low-income students are more evenly distributed across Catholic schools than they are across public schools. The result is a better economic mix in Catholic high schools than in public ones: a low-income student in a Catholic high school has a higher proportion of high-income schoolmates than does his or her counterpart in a public high school.

This finding about economic mix may help explain why low-income students fare better (at least on standardized tests) in Catholic high schools than in public ones. Greeley points out that public schools "are most successful with the affluent while Catholic schools are most successful with the poor."[5] It is a major point and one that Greeley fears has not been fully appreciated or celebrated by the Catholic community.[6] He does not explain why Catholic high schools do so well with the poor.

One reasonable hypothesis has to do with the economic mix. Low-income students in a Catholic high school are usually in the minority. Because the majority of students are from middle-class families, the prevailing academic attitudes in most Catholic high schools would be those of middle-class youth. Academic motivation and achievement scores are correlated with economic status. Therefore, most Catholic high schools have a critical mass of students who are both motivated and equipped to succeed in school. Their predominance may stimulate academic progress in low-income students, for they become part of a peer group in which achievement is expected and rewarded.

The evidence in this study affirms, then, that Catholic high schools do enroll significant numbers of low-income students, and the available evidence suggests that low-income students fare well in Catholic high schools. This chapter also provides new information about low-income students, focusing on two issues: (1) the relationship of low-income student percentages to school characteristics (e.g., enrollment size, region), and (2) the distinctive features of Catholic high schools that enroll large percentages of low-income students. In progress during 1984 and 1985 is Part II of this project, in which low-income students are being studied in depth. A report will be available in 1986, describing how Catholic high schools affect low-income students' academic achievements, values, religion, and life skills.

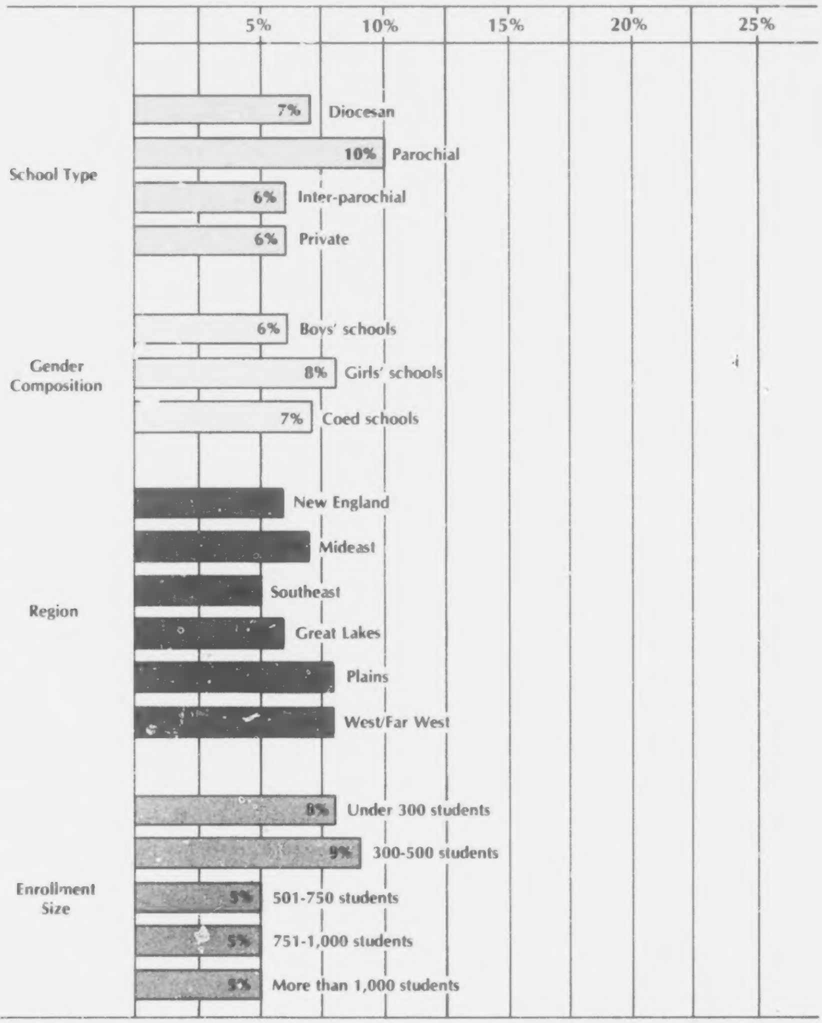
School Demographics and the Proportion of Low-Income Students

Exhibit 13.1 shows the average per school percentage of low-income students for schools grouped by region, enrollment size, school type, and gender composition. For these analyses, low-income is defined as income under $10,000. A case could be made for including at least some of the families in the next grouping ($10,000–$20,000) among the "working poor," since the 1983 median family income in America is $24,580.[7]

These figures reveal that the percentage of low-income students varies very little by school demographics. In no category is the percentage larger than 10 percent, and in no category is

EXHIBIT 13.1: Percentages of Low – Income* Students

(by school characteristics)



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Based on Q3.25

*Below federal poverty level

it less than 5 percent. Slightly higher percentages of low-income students tend to be found in parochial schools and in small schools (fewer than 500 students).

Schools with High Concentrations of Low-Income Students

An important subset of Catholic high schools serves relatively high percentages of low-income students. About 6 percent of these schools have an enrollment of between 21 and 50 percent low-income students. Two percent of the schools enroll more than 50 percent low-income students. Thus, 8 percent of schools enroll more than 20 percent low-income. This special subset of schools is the focus of the remainder of this chapter; they are referred to as "high concentration" schools. How do high concentration schools relate to school demographics? What kinds of programs and resources do they have? What are their special needs and achievements?

HIGH CONCENTRATION SCHOOLS AND SCHOOL DEMOGRAPHICS

Examination of high concentration schools by demographic categories reveals that some categories of schools are serving disproportionate numbers of low-income students.

School type. The figures below show how high concentration schools are distributed across the four school types.

Percentages of high concentration schools by school type

	% of all CHS	% of high concentration schools
Diocesan	40%	39%
Parochial	13	26
Inter-Parochial	6	3
Private	41	32
	100%	100%

High concentration schools are proportionately underrepresented in private and inter-parochial settings. They are overrepresented among parochial schools: more than one-quarter (26%) of all high concentration schools are parochial schools, a percentage twice as high as the percentage of parochial schools nationwide (13%).

Region. High concentration schools are underrepresented in three regions (New England, Great Lakes, and Southeast) and overrepresented in three regions (Plains, West/Far West, Mideast), as is seen below.

Percentages of high concentration schools by region

	% of CHS	% of high concentration schools
Great Lakes	22%	17%
Mideast	29	33
New England	8	6
Plains	12	17
Southeast	13	8
West/Far West	17	20
	100%	100%

Enrollment size. High concentration schools tend to be small. Eighty-one percent have enrollments of 500 or less, whereas only about one-half of all Catholic high schools have 500 or fewer students. Only 11 percent of high concentration schools are large (751 students or more).

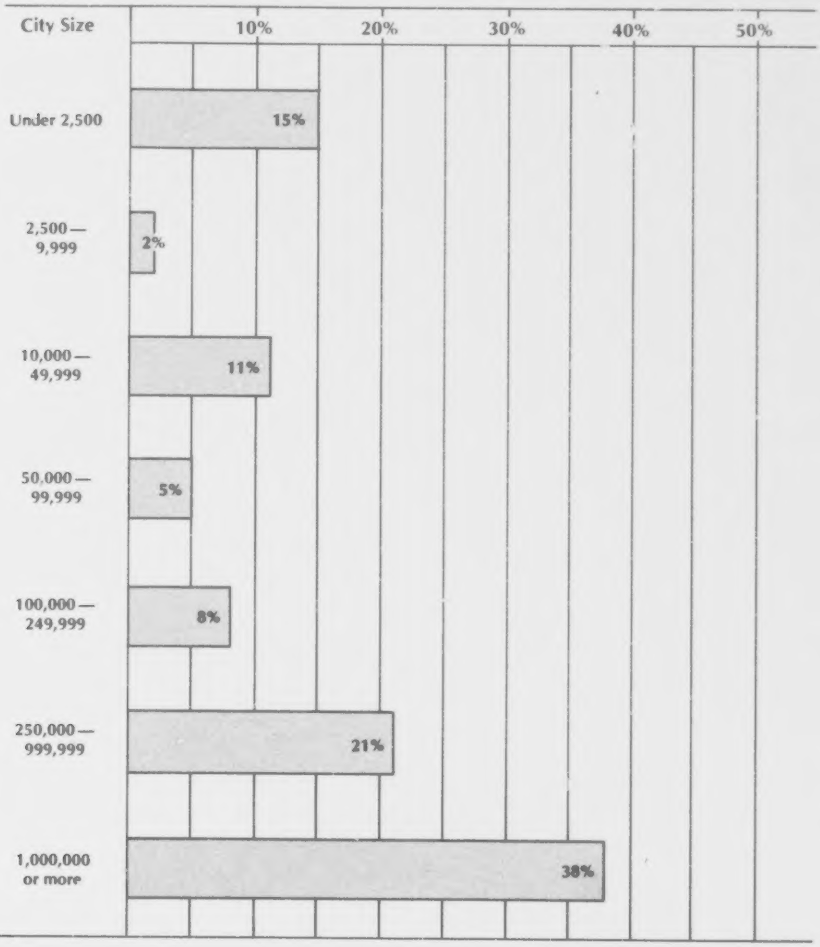
Percentages of high concentration schools by enrollment size

	% of CHS	% of high concentration schools
Under 300	30%	52%
300–500	23	30
501–750	19	7
751–1000	14	3
Over 1000	13	8
	100%	100%

Urban/rural. People sometimes assume that schools serving high percentages of low-income students are located in large metropolitan areas. But that is an overstatement, as shown in Exhibit 13.2. About two-thirds of high concentration schools are in cities over 100,000, and a little more than one-third (38%) are in major metropolitan areas of one million or more population. But high concentration schools are not exclusively urban. Fifteen percent are rural (in towns under 2,500).

EXHIBIT 13.2: Percentage of High Concentration Schools

(by city size)



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Based on Q8.24

Minority students. Another common assumption is that high concentration schools have high percentages of minority students—in other words, that most low-income students are members of a minority. The trend is in this direction, but there are important exceptions. The table below shows that nearly one out of four high concentration schools has few or no minority students. While many high concentration schools enroll substantial percentages of Black and/or Hispanic students (and several serve primarily low-income Native Americans), some high concentration schools enroll low-income white students. These schools are found in such areas as Appalachia and depressed agricultural regions.

Percentages of high concentration schools by minority enrollment

	% of all high concentration schools
0%–5% minority enrollment	22%
6%–11% minority enrollment	2
12%–25% minority enrollment	10
26% or more minority enrollment	66
	100%

In summary, high concentration schools have these five demographic characteristics:

1. They are overrepresented among parochial schools and underrepresented among private schools;
2. They are slightly overrepresented in the Mideast, Plains, and West; they are slightly underrepresented in New England, the Southeast, and Great Lakes;
3. Most are small schools (82% of high concentration schools have an enrollment of 500 or less);
4. They tend to be in large cities, but not exclusively so; and
5. They tend to have high percentages of minority students (but not exclusively so).

HIGH CONCENTRATION SCHOOLS: DISTINCTIVE CHARACTERISTICS

High concentration schools have seven particularly distinctive features, listed below.

1. *Women religious.* High concentration schools benefit from disproportionately high percentages of women religious in both administrative and teaching positions. This pattern is shown in Exhibit 13.3.[8] More than half of all administrators are women religious. Schools with fewer low-income students have considerably fewer women religious administrators. (For a discussion of this phenomenon, see chapter 3).

   High concentration schools lack financial resources (see point 2 below), making it difficult to attract qualified lay staff. Women religious command smaller salaries than lay staff. Thus, the presence of women religious constitutes a double benefit to low-income schools, bringing a commitment to the mission of the school and helping the school minimize costs.

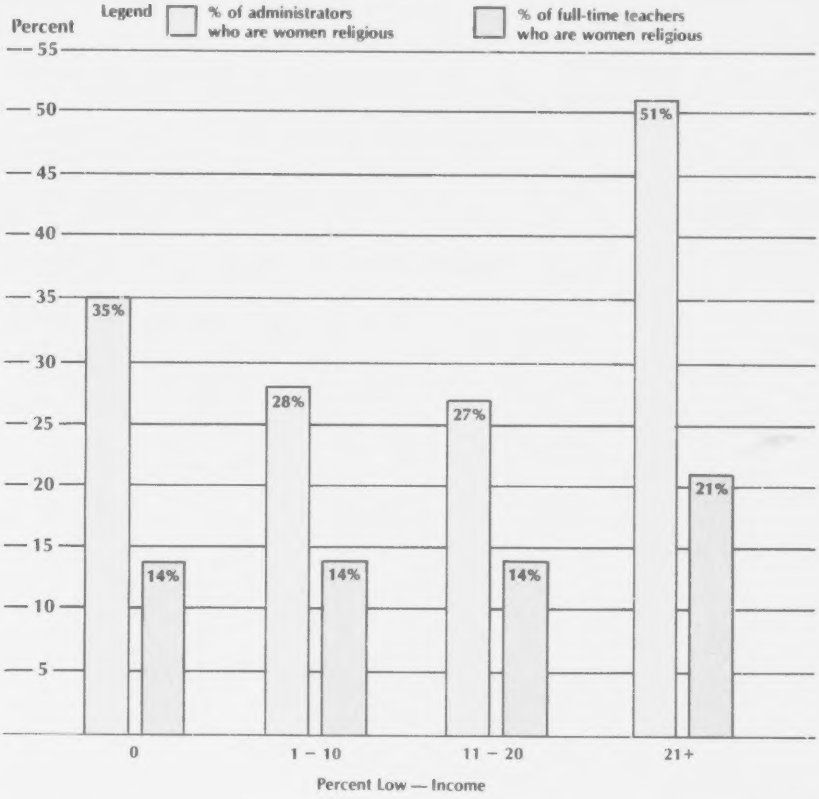
2. *Financial resources.* High concentration schools, in comparison to other schools, do not differ on average per-pupil expenditures.[9] But they do differ considerably on sources of income. High concentration schools earn less income from tuition than the national Catholic high school average but make up for this deficit in subsidies, contributed services, and, to a smaller extent, in government funding.

Sources of income in high concentration schools

	% of total income, all CHS, per school average	% of total income, high concentration schools, per school average
Tuition	64%	51%
Subsidies	11	21
Contributed Services	8	12
Government Funding (state & federal combined)	1	2

EXHIBIT 13.3: Percentage Women Religious in High Concentration Schools

(per school averages)



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Based on Q1.5 and Q2.3

Subsidies include gifts or donations from parishes, dioceses, or religious orders, and contributed services include salaries returned to the school (as when a woman religious is paid "below scale").

3. *Academic programming.* Students who enter high concentration schools tend to be less well prepared academically than students who enter other Catholic high schools. Remedial instruction is needed for twice as many students in the average high concentration school as for the national average.[10]

Need for remedial courses in high concentration schools

	% needing remedial courses, all CHS, per school average	% needing remedial courses, high concentration schools, per school average
Reading	12%	24%
English	11	24
Mathematics	12	25

Even though high concentration schools enroll high proportions of less prepared students, these schools do not appear to lower their academic expectations. The majority of students in high concentration schools—like their counterparts in other schools—are in an academic or college preparatory program, as the figures below show.

Enrollment in academic programs, high concentration schools

	% of 12th graders, all CHS, per school average	% of 12th graders, high concentration schools, per school average
In business program	8%	14%
In academic program	80	65
In general program	10	16
In vocational-technical program	2	3
Other	1	1

Participation in the academic program decreases somewhat, with a corresponding increase in business and general programs. Nonetheless, two-thirds of students in high concentration schools are enrolled in a rigorous academic program.

Academic requirements are as stringent in high concentration schools as in other schools, or even slightly more so. The table below shows minimum clock hours required in each of seven academic areas. High concentration schools, on the average, require a few more hours than other schools in English, science, history/social science, and foreign language but slightly fewer hours in fine arts.

Graduation requirements (clock hours) in high concentration schools

	Per school average, all schools	Per school average, high concentration schools
English	546	563
Fine Arts	63	54
Foreign Language	156	163
History/Social Science	365	376
Mathematics	302	302
Religion	428	425
Science	253	286

Graduation requirements, then, are not lowered in high concentration schools. This may pose another explanation for Greeley's finding, described earlier, that poor students gain more in Catholic high schools than in public schools. Low-income students in high concentration schools face high academic standards, embodied in relatively heavy requirements and the rigor of an academic program. Probably more low-income students in public schools than in Catholic high schools move into general or vocational courses of study.

4. *Facilities*. High concentration schools, on the average, have fewer physical resources than other schools (see Exhibit 13.4). As noted earlier, high concentration schools are disproportionately small and tend to charge lower tuition rates. Thus, they are often at a financial disadvantage in providing facilities. However, high concentration schools provide certain facilities, such as remedial labs and vocational/technical resources, more frequently than other schools.
5. *School climate*. Chapter 6 describes six dimensions of school climate: discipline policy, order, academic expectations, degree of structure, morale, and sense of community. Among high concentration schools, scores on two of the six dimensions—academic expectations and order—are lower than those of other schools.[11] On the other four dimensions, the scores of high concentration schools do not differ from other schools.
6. *Needs and achievements*. In chapter 12, we looked at how principals evaluate their schools in 45 areas of school life. Principals in high concentration schools give *higher* evaluations, on the average, than principals in other schools on five of these areas.[12] The five are listed below.
   - Responding to the special needs of minority students (Q14.13)

- Developing sensitivity to racial and ethnic minorities (Q14.45)
- Providing effective, vocationally-oriented curricula for non-college bound students (Q14.42)
- Remedial work in basic skills (Q14.15)
- Recruiting and retaining low-income students (Q14.14)

Principals in high concentration schools give *lower* evaluations, on the average, than principals in other schools, on six areas.[11]

- Mathematics curriculum (Q14.4)
- Science curriculum (Q14.7)
- Public relations (Q14.20)
- Development (Q14.18)
- Fundraisers (Q14.19)
- Incorporating parents and families into the life of the school (Q14.25)

While these differences are important, it is equally significant that evaluations on 34 of the 45 dimensions of school life do not differ according to percentage of low-income students. Dimensions on which evaluations are as positive for high concentration schools as they are for other schools include such important areas as faith development, stimulating progress in writing skills, value or moral education, and accommodating students' individual learning styles.

EXHIBIT 13.4: Facilities Provided by High Concentration Schools

	% All Catholic High Schools	% High Concentration Schools
Arts Facilities		
Art room or studio	86%	78%
Instrumental music room	41	32
Vocal music room	34	22
Athletic Facilities		
Gymnasium	92	88
Running track	38	23
Tennis courts(s)	31	14
Religious Facility		
Chapel	85	73
Resource Facilities		
Audio-visual center	83	84
Computer lab	90	78
Foreign language lab	31	14
Library	98	99
Remedial reading lab	36	61
Remedial math lab	15	23
Science Facilities		
Biology lab	93	87
Chemistry lab	89	82
Physics lab	75	62
Vocational or Skill Facilties		
Wood shop	9	12
Cooking lab	42	41
Sewing lab	47	52
Office equipment lab	44	54
Typing lab	92	100

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Based on Q8.19

7. *Enrollment trends*. Principals were asked whether, over the last five years, enrollment in their school had decreased, increased, or stayed the same (Q13.2). Enrollments are declining more in high concentration schools than in other schools, as these figures show.

Enrollment trends as related to percentage of low-income students (Q13.2)

	Percentage of Low-Income Students in the School			
	0%	1-10%	11-20%	21% or more
% Decreased	22	40	48	50
% Stayed the same	30	24	23	31
% Increased	48	37	30	19

Comment

Catholic high schools that serve high percentages of low-income students maintain the strong emphasis on academics and the success in promoting a positive school climate that typifies other high schools. As Greeley has documented, these schools are quite effective in promoting academic growth among low-income students. In terms of effectiveness, mission, and justice, the schools are worth preserving. However, their survival may be in jeopardy, unless certain steps are taken. Declining enrollments pose an immediate threat to some of these schools. Their dependence on subsidies and contributed services will pose an additional threat unless such support is assured in the future. Indeed, increased subsidies and contributed services may be needed to help some of the schools through a further period of declining enrollment and consequent tuition loss.

Ultimately, the health of low-income-serving schools may depend on helping them build stronger development programs. As reported earlier in this chapter, high concentration schools do not do as well as other schools in the areas of development, public relations, and marshalling the involvement of parents and families. One conclusion would be that high concentration schools need to develop a broader base of human support (i.e., parents, community, alumni, business) out of which financial support will ultimately follow.

CHAPTER 14

Coeducational and Single-Sex Schools

Highlights

Boys' schools tend toward a model of economic efficiency:
- larger student bodies
- higher tuition and teacher salaries
- higher academic achievement
- greater structure and emphasis on discipline

Girls' schools tend toward a model of "community":
- greater emphasis on social justice, global concerns, and the centrality of religion
- more diverse student bodies

Coeducational schools are more likely to display parental participation in school life and are no different from boys' or girls' schools in:
- student academic motivation
- educational resources
- promotion of faith
- teacher and student satisfaction
- attendance rate

One of the unique characteristics of Catholic high schools has been the relatively large numbers that enroll students of only one sex. Single-sex schools were even more prevalent in earlier years; 16 percent of the schools surveyed said their history had included a change from single-sex to coed school—most of them recently. Seventy percent of the changes have taken place since 1967.

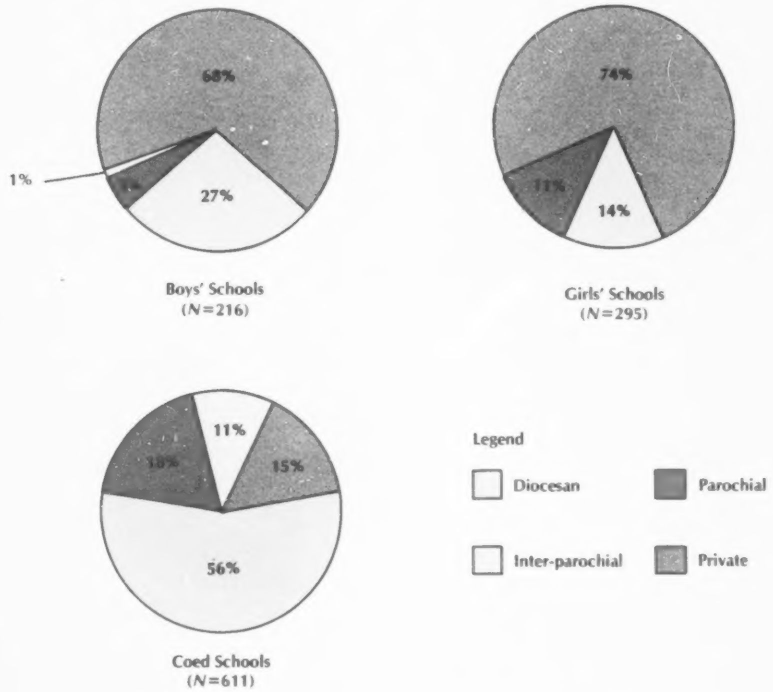
At the present time, the majority (54%) of Catholic high schools are coeducational; approximately one-fifth are boys' schools and the remaining quarter are girls' schools.

Any attempt to compare and contrast these three types of schools encounters a difficulty. They do not differ solely by gender composition; they also differ by region of the country, school type, size, and a variety of other factors. The differences may be more important in producing distinctions among the schools than are the differences in gender composition *per se*. More specifically, comparisons between single-sex and coeducational schools must be viewed with caution, because the differences between them in school demographics are considerable. On the other hand, while the differences in school demographics between boys' and girls' schools are significant,[1] they are of lesser magnitude; thus comparisons may be made with greater confidence.

As Exhibit 14.1 shows, the majority of both girls' schools and boys' schools are private, three-fourths of all girls' schools being private. Coed schools are primarily diocesan. Parochial, inter-parochial and private schools together constitute less than half the coed schools in the country.

Almost half of boys' schools, as shown in Exhibit 14.2, fall into the two largest size categories, whereas two-thirds of girls' schools fall into the smallest size categories. Only six per-

EXHIBIT 14.1: Percentage of Single – Sex and Coed Schools by School Type



Boys' Schools (*N*=216)

Girls' Schools (*N*=295)

Coed Schools (*N*=611)

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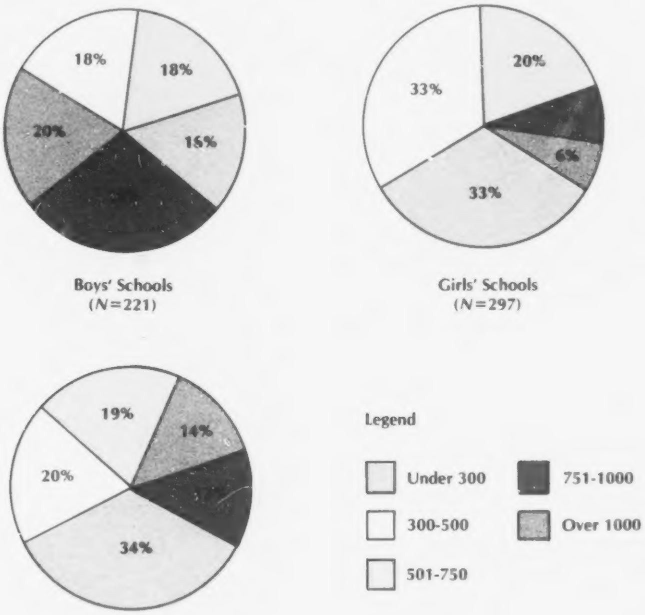
Based on Q1.1 and Q3.5

EXHIBIT 14.2: Percentage of Single – Sex and Coed Schools by Student Enrollment



Boys' Schools
(*N*=221)

Girls' Schools
(*N*=297)

Coed Schools
(*N*=619)

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Based on Q3.4 and Q3.5

cent of girls' schools have more than a thousand students. Coed schools spread quite evenly across the size categories: about one-third have fewer than 300 students, more than a third have 300-750 students, and the remaining scant third have enrollments larger than 751 students.

Exhibit 14.3 displays percentages of minority student enrollment in single-sex and coed schools. Almost half of the single-sex schools report minority enrollments of from 5.1 to 25 percent, and 31 percent of single-sex schools have student populations of between 25.1 and 100 percent minority students. The majority of coed schools occupy the two lowest minority enrollment categories; only 15 percent of coed schools enroll more than 25 percent of minority students.

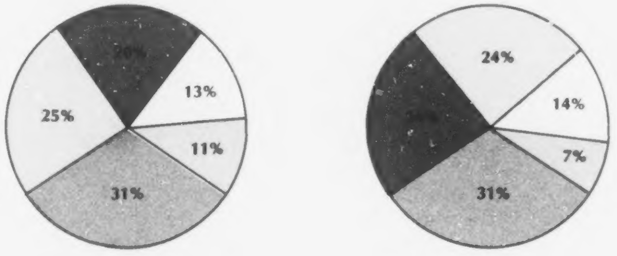
Boys' Schools

In a study titled *Effective Catholic Schools*, Bryk et al. (1984) present the following picture of Catholic boys' schools.

> Boys' schools . . . are considerably larger than girls' schools. They also operate with larger class sizes. When combined with a relatively high tuition by Catholic school standards, these features allow boys' schools to pay teachers higher salaries.[2]

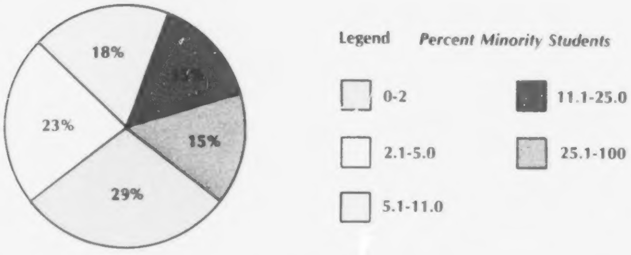
The findings presented here confirm Bryk's report. Enrollment in boys' schools is larger than that in either coeducational or girls' schools. Their tuition is also higher. Starting salaries for boys' school teachers with B.A.'s are higher than for those in either girls' schools or co-

EXHIBIT 14.3: Percentage of Single–Sex and Coed Schools by Minority Student Enrollment



Boys' Schools
(*N*=203)

Girls' Schools
(*N*=270)



Coed Schools
(*N*=541)

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Based on Q3.5 and Q3.7

educational schools. The top salary teachers with B.A.'s and M.A.'s can receive and the benefit packages available to lay teachers are also higher in boys' schools.

Bryk goes on to say:

> In essence, boys' schools strive for economic efficiency—larger schools focusing almost exclusively on delivering an academic program to students in relatively large groups.[5]

The findings of this study appear also to confirm that statement. Boys' schools have higher clock hour requirements for graduation and place greater emphasis on structure and discipline than other schools. Principals of boys' schools give higher rank than other principals to the importance of preparing students for college. In short, boys' schools as a group take a structured, intentional approach to education.

What are the specific outcomes of education in boys' schools? Boys' schools' scores are higher than those of girls' and coeducational schools on the combined index of academic excellence. They are also higher on all but two of the single components of that index (the SAT verbal score, on which there is no difference among the three types, and the percentage of students taking the third or fourth year of a foreign language, which is higher for girls' schools than for either boys' or coeducational schools).

It is not certain whether the greater evidence of structure and press for academic quality produces this record of academic excellence, as little information is available on the relative academic potential of incoming students.

The specific characteristics most closely associated with boys' schools, the pattern of differences between boys' and other schools, and a listing of the survey questions used to measure those characteristics are given below.

Boys' schools tend to:

- Produce student scores that are higher on an index of academic excellence composed of
  - —number of national merit scholars or finalists (Q3.21)
  - —percent of class attending a four-year college (Q3.36)
  - —percent of students taking calculus (Q4.1)
  - —percent of students taking the third or fourth year of French, German, or Spanish (Q4.1)
  - —average math and verbal SAT scores (Q4.7)
  - —average composite ACT scores (Q4.9)
- Have higher clock hour requirements for graduation (Q1.26)
- Have higher principals' estimates of degree of structure in the school (Q9.11)
- Place greater emphasis on discipline (Q9.11, Q14.39)
- Have higher academic expectations, as indicated by
  - —principal's ranking of the importance of preparing students for college as a school goal (Q1.38)
  - —principal's estimate of degree to which teachers press students to do their best (Q9.11)
  - —principal's estimate of degree to which students are expected to do homework (Q9.11)
- Reflect higher economic levels as indicated by higher
  - —average family income (Q3.25)
  - —freshman tuition (Q11.18)
  - —starting salary for teachers with a B.A. (Q2.29)
- Have more teachers who belong to a bargaining unit (Q2.33)

Girls' Schools

> Girls' religious order schools pay lower salaries. They also are smaller in size and have a more favorable student-teacher ratio . . . [They] resemble the private academy—smaller schools with smaller classes and a more intimate, personal environment.[4]

Bryk's characterization of girls' religious order schools applies to all girls' schools, according to the results of this survey. In emphasis on social justice, global concerns, centrality of religion, and the school as a caring environment, girls' schools rank higher than either boys' or coeducational schools. The fact that differing measures and sample lead to the same conclusion as the earlier NCEA study strengthens the validity of this perception. The greater participation in governance and greater availability of tenure for teachers in girls' schools also indicate that teachers are made to feel part of a stable community.

The cosmopolitan orientation of the student bodies is a notable characteristic of girls' schools. They are more likely to take advanced levels of language study. They are also higher in their percentage of minority and non-Catholic students, *as well as* their percentage of students who attended Catholic elementary schools. These characteristics reflect a school which values both catholicity and Catholicity.

The specific characteristics most closely associated with girls' schools and a listing of the survey questions used to measure those characteristics are given below.

Girls' schools tend to:

- Place greater emphasis on the social teachings of the Church and to make serious attempts to attract disadvantaged students (sum of responses to all parts of Q5.30, Q5.31)
- Express global concerns such as stewardship and compassion for others
  - —principal's evaluation of school in creating among students compassion for people in need (Q14.30)

  - —principal's evaluation of school in education for responsible stewardship of the earth and its resources (Q14.35)
  - —principal's evaluation of school in developing sensitivity to racial and ethnic minorities (Q14.45)
- Emphasize the centrality of religion in the life of the school (Q5.21)
  - —budget priority given to religious celebrations and retreats
  - —administration conveys that education is ministry
  - —staff and students experience deep sense of community
  - —school demonstrates as much concern for faith development as for academic and social development
  - —staff pray together and discuss their spiritual concerns
  - —in selection of new teachers, major emphasis given to faith commitment
  - —religion department has priority in funds, schedules, etc.
  - —teachers seek to witness to the Christian faith
  - —teachers consider their work as genuine ministry
- Demonstrate a caring atmosphere
  - —teachers take the time to respond to students' individual needs (Q9.11)
  - —principal's perception of school as creating a caring and benevolent environment (Q14.38)
- Have larger percentages of minority students (Q3.7)
- Have larger percentages of non-Catholic students (Q3.6)
- Have larger percentages of students who attended Catholic elementary schools (Q3.22)
- Have larger percentages of teachers who are women religious (Q2.3)
- Make tenure available to teachers (Q2.38)
- Include more teachers in different administrative areas than other schools (Q12.10)

Coeducational Schools

What, then, can be said of coeducational schools? Coeducational schools are just as high as boys' or girls' schools in their students' academic motivation, satisfaction, and sense of community; they have comparable resources and commitment to faith development, and their teachers' satisfaction and morale are no different. They are more likely than girls' schools (but no more likely than boys' schools) to experience disciplinary problems and principal turnover, but they are less likely to stress discipline than boys' schools. Participation of parents in the life of coeducational schools is significantly greater, although this may reflect differences in governance rather than gender composition. While neither the most efficient nor most close-knit of the Catholic schools, coeducational schools are nonetheless as likely as single-sex schools to display characteristics of teacher and student satisfaction reflective of a vital educational environment.

The specific characteristics most closely associated with coeducational schools and a listing of the survey questions used to measure those characteristics are given below.

Coeducational schools tend to:

- Experience greater frequency than single-sex schools of a list of 13 disciplinary infractions (all of Q7.17)
- Have higher family member attendance at sport, music, and dramatic extracurricular activities (Q9.4)
- Have a higher percentage of full-time lay teachers (Q2.3)
- Have a higher percentage of full-time non-Catholic teachers (Q2.3)
- Have experienced a higher rate of principal turnover in the past 10 years (Q1.6)

Characteristics Not Differentiating Between Single-Sex and Coed Schools

The characteristics listed below do not differ among boys', girls', and coed schools.

- Average percentage of freshmen requiring remedial education (Q4.5)
- Students' academic motivation (Q9.11)
    - —students place a high priority on learning
    - —teachers do not find it difficult to motivate students
- Average daily attendance rate (Q3.16)
- Sense of community in the school
    - —staff and students experience a deep sense of community (Q5.21)
    - —a sense of community (evidence of concern, support, appreciation and regard) exists in the school (Q9.9)
    - —principal's evaluation of school in building a sense of community among students and staff (Q14.21)
- Student satisfaction (Q9.1)
- Promotion of faith among students (Q14.32)
- Presence of resources such as laboratories and resource centers (Q8.19)
- Percent of students from families below the federal poverty level (Q3.24)
- Teacher satisfaction and morale
    - —percent of teachers estimated to be enthusiastic about the school (Q9.5)
    - —percent of teachers estimated to have high morale (Q9.11)
    - —principal's estimate of staff morale
- Trend in union interest among teachers in the past five years (Q13.25)

Comment

Overall, boys' schools seem to emphasize efficiency and girls' schools community. Coeducational schools display a blend of both styles; they are not markedly different from either. Whether the differences between boys' and girls' schools reflect a paternalistic, sex-typed approach to education, or whether each is, in fact, noting and playing toward the strength of its students, cannot be addressed here. It is clear that Catholic education has distinct differences in approaches toward the education of girls and boys, and these approaches apparently blend when the two sexes are both present.

CHAPTER 15

Private, Diocesan, Parochial, and Interparochial Schools Compared

Highlights

About 40 percent of Catholic high schools are private and about 40 percent diocesan; 13 percent are parochial schools and 7 percent are inter-parochial.

Almost two-thirds of inter-parochial schools are found in towns of fewer than 49,000 inhabitants.

Although over half of private schools have a waiting list, they are less likely than the other school types to retain students until graduation.

Discipline style is not predictably different among the school types.

A major discrepancy exists between salaries paid in private and parochial schools.

Almost one-third (31%) of parochial schools report more than 10 percent poverty-level enrollment.

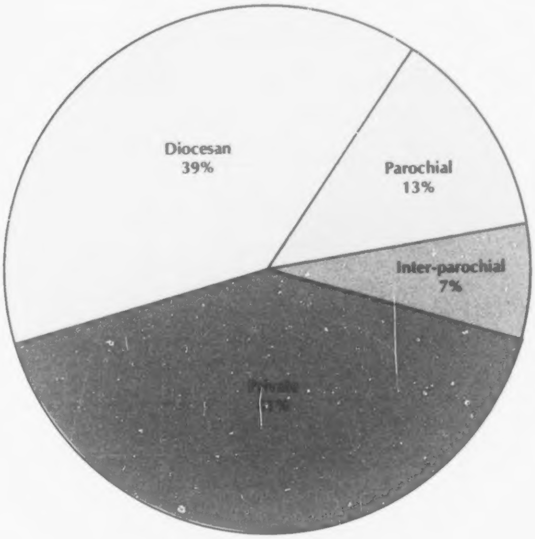
There are four major types of Catholic secondary schools, identified according to the authority under which they are administered. Because human beings can rarely resist drawing comparisons and noting contrasts wherever opportunity offers, a good deal of informal speculation arises about the characteristics and merits of the four types. Conflicting claims are made about such things as the kind of student they attract, the kind of graduate they produce, and the relative levels of academic rigor and religious nurture they maintain. It seems desirable, therefore, to analyze this body of data to see what the realities are.

Definitions of the four types of schools are given below as they appeared in the survey instructions, followed by the percent of schools that belong to each type.

Private:	administration is the responsibility of a religious order or a private corporation	41%
Diocesan:	administration is under the control of the diocesan office of education	39
Parochial:	administration is the responsibility of a single parish	13
Inter-parochial:	administration is shared by two or more parishes	7

As shown in Exhibit 15.1, numbers of diocesan and private Catholic secondary schools are approximately equal. About two-thirds of the remaining schools are parochial and one-third inter-parochial. Because the higher enrollments are in the diocesan and private schools, it is probably these two that most powerfully represent to the non-Catholic world the image of the Catholic school.

EXHIBIT 15.1: Types of Catholic Secondary Schools



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Based on Q1.1

Data on School Type Presented Earlier

Earlier chapters of this report summarize information about the four school types. To avoid repeating these data, readers are referred to the original locations for the information.

Chapter 2 presents several exhibits concerning students in the four types of schools. Percentages of minority student enrollments in the four types are given in Exhibits 2.4, 2.5, and 2.6. Information about students' family incomes is given in Exhibits 2.7 and 2.8. Percentage of non-Catholic students is shown in Exhibit 2.3, and the proportions of students coming from elementary feeder schools in each of the four school types appears in Exhibit 2.9.

Chapter 3 examines the percentage of lay and religious teachers in each school type (Exhibit 3.3) and also reports their student-teacher ratios (Exhibit 3.5).

Chapter 7 presents the proportion of lay to religious principals by school type, as well as the percentages of principals in each type who are women religious. The same chapter covers decision-making authority and the degree of influence exercised by school boards in the four school types.

Chapter 13 reports the location of high concentrations of low-income students in each of the four types of school.

Location

Exhibit 15.2 shows where the types of school are located. Private schools are primarily an urban phenomenon, with more than half located in cities of 500,000 inhabitants or more. Diocesan schools appear to be most evenly distributed among the population centers, with one-third in the largest cities, about one-third in the small towns and rural areas, and the remaining third in middle-sized cities. The distribution of parochial schools is similar, with about one-third found in the largest cities, a substantial third (38%) in small towns, and a scant third (29%) in middle-sized cities. The inter-parochial school is predominantly a small-town or rural school, with almost two-thirds of them found in towns of fewer than 49,000 inhabitants.

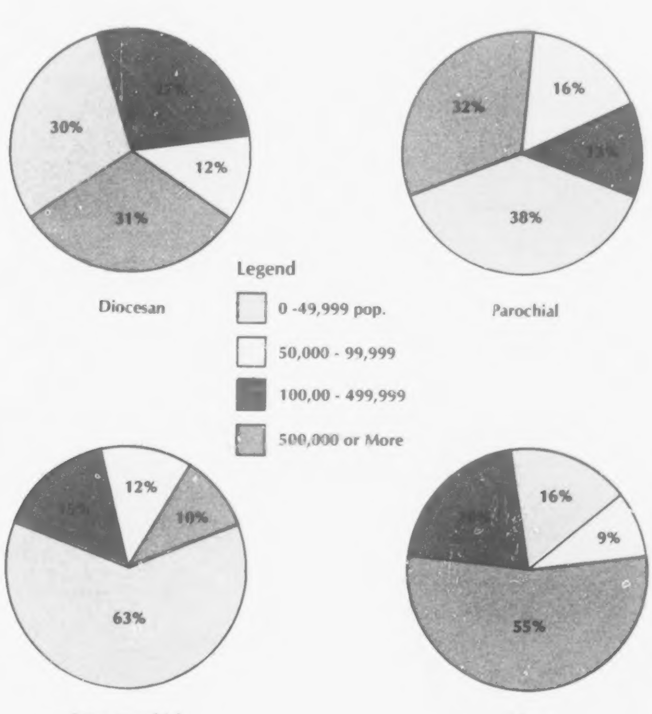
A major goal of this study of Catholic secondary schools is to learn more about the contribution these four types of schools make to the education of students from low-income families. Therefore, one important question about urban schools concerns location. The percentage of each type of school located in a suburb is given below.

Percentage of schools, by type, in suburban locations (Q8.25)

Private	48%
Diocesan	32
Parochial	22
Inter-parochial	12

Not all suburban schools are in suburbs attached to cities of over 500,000. Some are probably attached to smaller cities. However, this information places almost half the private schools and

EXHIBIT 15.2: School Location, by City Size



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Based on Q8.24

a third of the diocesan schools at some distance from the center of whatever city they identify with—and not likely to be surrounded by a low-income population.

Governance

Because schools are typed according to their administering authority, it seems reasonable to expect that the school types will have distinctive styles of administration and governance. In some types, authority and responsibility might be concentrated in the hands of a few; in others, policymaking and administrative responsibility are broadly shared.

The table below shows individuals or groups considered very influential, by school type. The group that principals perceive as exercising the greatest influence is marked with a double asterisk. A single asterisk marks the next most influential.

Individuals or groups named as very influential, by school types (Q12.20)

	Private	Diocesan	Parochial	Inter-parochial
Diocesan office	3%	18%*	16%	7%
Parish	2	4	17*	16
Religious order	45**	14	14	2
School board	21	18*	14	43**
Students	39*	32**	27**	21*
Teachers' association	8	10	11	7
Parents	4	2	6	4

** = Most influential

* = Influential

Both diocesan and parochial school principals see students as exercising great influence. Diocesan school principals accord the school board and the diocesan office equal secondary influence. Parochial school principals perceive the parish as second most influential, with the diocesan office close behind. Inter-parochial schools are most strongly governed by their school board, with students a secondary influence. In private schools, the religious order is the major influencing power, with students a not-very-distant second.

Influence is one thing, but final decisions are another. Principals were asked about final decision-making, and the results appear below.

Final decision-makers, by school type (Q12.10)

	Private	Diocesan	Parochial	Inter-parochial
On allocating the school budget				
School board	46%*	44%*	39%	76%**
Diocese	14	34	1	0
Principal	63**	58**	56**	53*
Teachers	5	4	5	7
Pastor	1	4	50*	15
On overall curriculum				
School board	11%	15%	16%	33%*
Diocese	4	15	5	4
Principal	90**	87**	88**	79**
Teachers	37*	34*	38*	30
Pastor	0	1	6	4

** = Most likely decision-maker

* = Next most likely decision-maker

The responsibility for making final decisions varies depending upon the question. When budget is allocated, for all four school types, the principal and school board have the final authority. The pastor is added to make a trio of decision-makers in the parochial schools. The four types agree, by a much higher percentage, that the principal makes curricular decisions.

Teachers rank second in responsibility in private, diocesan and parochial schools. Among inter-parochial schools, the school board is the second most important in making decisions about curricula, with teachers a close third.

Attracting and Retaining Students

One of the common stereotypes of the Catholic private school is that it is in sufficient demand to be selective in its admissions. One measure of the selectivity factor is to ask whether the school has a waiting list. Question 7.1 supplies the answers.

Percent of schools maintaining a waiting list (Q7.1)

Private	51%
Parochial	31
Diocesan	27
Inter-parochial	9

Over half of private schools do have a waiting list and probably can be selective in admitting students. But they do not have a monopoly on waiting lists. A quarter of diocesan schools and a third of parochial schools also have them.

Private schools are less likely than any of the other types to retain their students for the full four years. Listed below are the percentages of each type that say they retain 95 to 100 percent of their first-year students until graduation.

Percent of schools retaining 95-100% of students until graduation (Q7.12)

Inter-parochial	44%
Parochial	31
Diocesan	20
Private	15

The research team would not have predicted this pattern of retention. Perhaps the low percentage of retention in private schools is related to their location. Many are in urban areas where the population is more fluid and a transfer from one Catholic school to another is not difficult. Another factor may be that private school parents tend to be upper middle-class, a segment of the adult population subject to considerable mobility. Inter-parochial schools, on the other hand, are located chiefly in small towns and rural areas, where transferring to another Catholic school would be more difficult. Data from Part II of this study may shed more light on the subject.

Discipline Policies

How do the institutional types compare in their response to certain infractions of discipline? Is one type consistently more lenient? Or less so?

Percentage of schools that expel for various repeated infractions (Q7.18)

	Private	Diocesan	Parochial	Inter-parochial	High-to-Low Range
Having drugs at school	81%	82%	72%	88%	16%
Having alcohol at school	76	78	60	73	18
Injury to a student	62	65	51	44	21
Marriage	25	29	24	34	10
Using alcohol or drugs away from school	33	28	19	25	14
Smoking at school	23	21	24	23	4
Cheating	7	6	3	0	7

When a student injures another student (repeated offense), a diocesan or private school is much more likely to expel the offender than are parochial or inter-parochial schools. When students are caught using alcohol or drugs away from the school (repeated offense), a private school is almost twice as likely to expel them than is a parochial school. Overall, parochial and inter-parochial schools tend less toward expulsion than private and diocesan schools.

Social Justice and School Policy

Throughout this century a number of documents have been issued that direct the attention and energies of the Catholic world toward the Church's social teachings. Among them are the encyclical *Pacem in Terris* of 1961 and the documents of the Second Vatican Council. The survey inquired into a dozen areas to which the demands of social justice have direct relevance. On all but two of the twelve items, responses indicate that more than half of the schools reporting had examined the matter from the perspective of the social teachings of the Church. (The two falling below 50 percent are the science and English curricula.) On nearly all issues, private schools are more likely than the others to have examined each of the issues from this perspective, with diocesan schools next most likely.

The issue of faculty salaries was raised, at least by implication, in 1982 by the encyclical *Laborem Exercens* ("On Human Work: Social Justice and Salaries"). It shows the least difference among the school types. Whether the discussion resulted in changed policy or practice is an unanswered question, but the discussion is an initial step toward change.

Exhibit 15.3 presents a comparison of average salary levels among the four types of school. In each case, private school salaries outrun those offered at the other three types. The discrepancy at each level between private and diocesan schools is not major, but a major discrepancy exists between salaries offered by the private schools and those of the lowest-paid teachers, found in the parochial schools.

Lay teachers' salary differences compared

	Private/Diocesan Salary Differences	Private/Parochial Salary Differences
B.A., starting	$567	$1106
B.A., top of schedule	$326	$2755
M.A., top of schedule	$602	$3970

It seems likely that a number of the differences among school types are related to different financial structures and practices, a topic discussed in chapter 9.

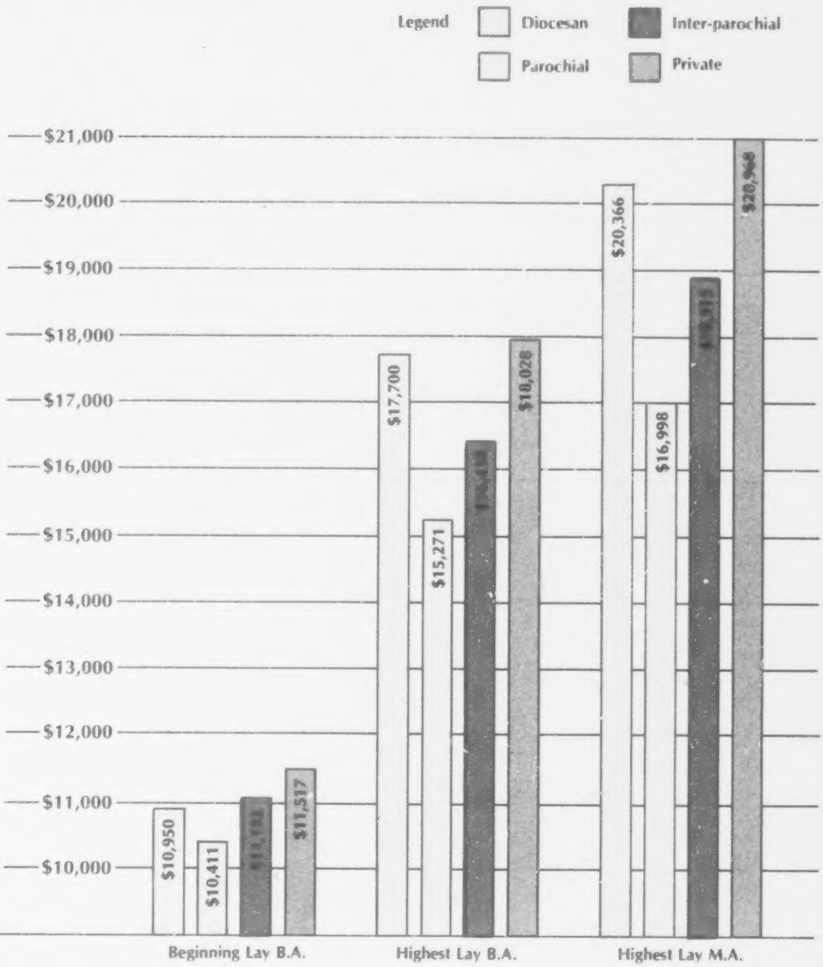
Facilities

What high-cost facilities or instructional amenities can one expect to find in a school, based on its type? The list below provides some answers.

Percentages of schools with selected facilities (Q8.19)

Facility	All schools	Private	Diocesan	Inter-parochial	Parochial
(Group 1)					
Chapel	85%	93%	89%	82%	46%
Physics lab	75	81	76	72	56
Bookstore	72	81	75	55	42
Athletic field	66	66	75	64	37
Tennis court(s)	31	50	22	14	7
Swimming pool	11	21	4	4	1
(Group 2)					
Office equipment lab	44	35	48	61	52
Cooking lab	41	34	47	71	37
Wood shop	9	5	11	27	6

EXHIBIT 15.3: Average Highs and Lows on Teachers' Salary Schedules, by School Type



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Based on Q2.29-Q2.31

Athletic fields are somewhat more likely to be found in diocesan than private schools. Otherwise, all of the facilities in Group 1 are present in schools in descending percentages from private to diocesan to inter-parochial to parochial. For facilities in Group 2, related to vocational or life skills, the order is changed: inter-parochial schools are most likely to have all three, with diocesan schools next, parochial schools following, and private schools in last place.

It appears that schools have carved out for themselves particular missions, which seem to be similar within types. Each has the equipment essential to its mission. The evidence suggests that athletic, recreational, intellectual, and spiritual amenities are more commonly found in private and diocesan schools, and vocational facilities in the inter-parochial and parochial.

Religious Nurturance

What are the visible signs of the extent to which religious nurturance is emphasized in Catholic secondary schools? The figures below give some indicators, but no clear picture emerges.

Percent of schools making selected religious activities available once a week or more (Q5.11)

	Private	Diocesan	Parochial	Inter-parochial
Mass	44%	60%	49%	63%
Scripture study	48	44	26	43
Private confession	38	33	19	24
Shared prayer	53	55	65	67
Para-liturgical services	18	16	7	14
Pastoral counseling	58	65	41	61

Percent of schools requiring Catholic students to attend all liturgical services (Q5.12)

Private	60%
Diocesan	70
Parochial	77
Inter-parochial	77

Percent of schools reporting that more than 70 percent of classes begin with prayer (Q5.14)

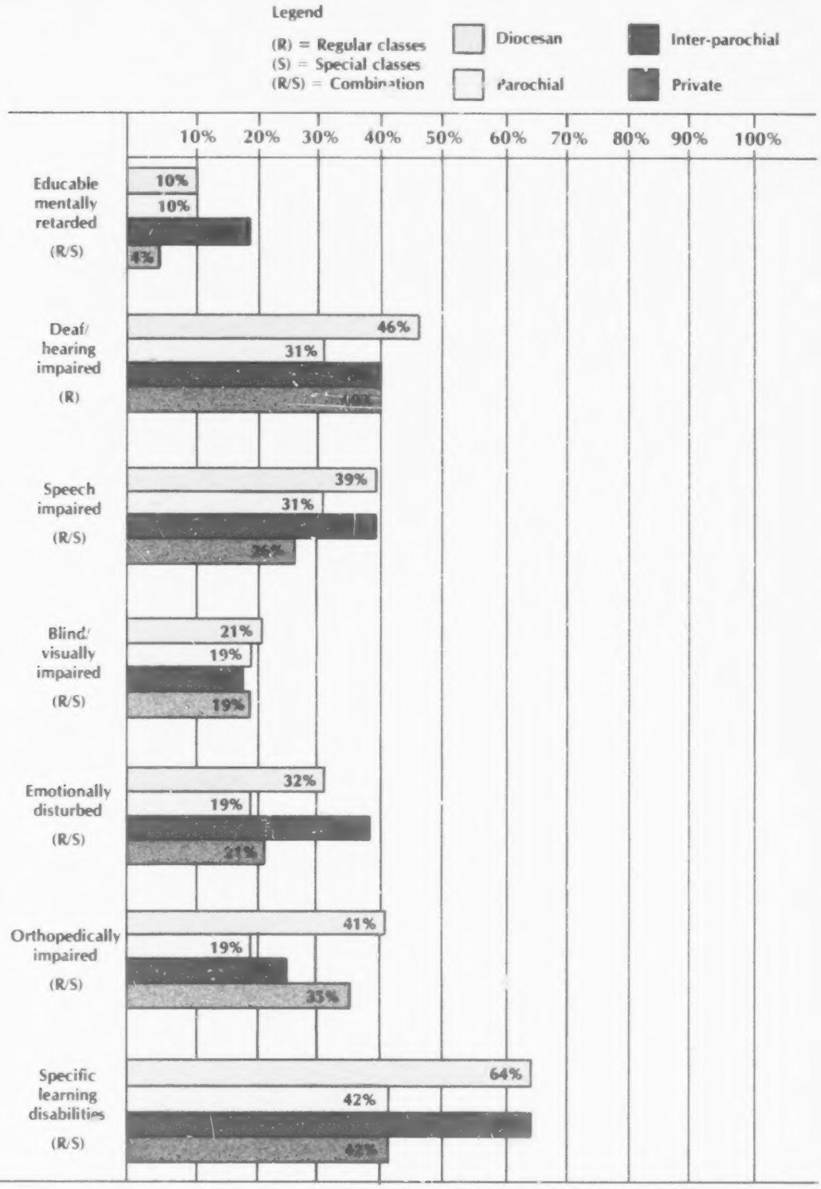
Private	37%
Diocesan	38
Parochial	46
Inter-parochial	29

On all of these indicators, the range between high and low is relatively narrow. Each of the four schools ranks at the top of the range on one or more issues, and all except diocesan schools rank last on one or more, as well. On the whole, differences are minimal in observable or quantifiable evidence of religious nurturance among the four Catholic school types.

Students with Special Needs

The education of special students is of critical interest to many. What kind of job are the Catholic secondary schools doing with special students? Exhibit 15.4 shows the percent of schools of each type that report accommodating students with a special need—speech impaired, visually impaired, students with specific learning disabilities, and the like. Very few schools of any type indicate that they have facilities devoted entirely to the educational needs of these students. For part or all of the school day the students are included in regular classes. More than half of each of the school types indicate that their school facilities are accessible to handicapped or wheel-chair bound students. The percentage of schools reporting that they accept and educate such students does not appear to vary consistently by type.

EXHIBIT 15.4 Schools Accommodating Special Students, by School Type



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Based on Q3:13

Students' Participation in Administration

Schools ultimately exist for students, no matter how many adults are involved. But students may or may not have a significant role in matters of school policy or administration. Does their participation vary among the four types of Catholic schools?

The following table shows, for each of the four school types, the degree to which students are involved in some of the important administrative functions.

Involvement of students in administration-related tasks (Q1.31, Q2.37)

	All schools	Private	Diocesan	Parochial	Inter-parochial
Percent seeking student participation in . . .					
Setting or revising curriculum	37%	40%	35%	33%	34%
Setting discipline policy	36	39	35	37	36
Evaluating teachers	28	36	22	22	18
Handling disciplinary infractions	18	21	15	16	11
Percent saying student input in teacher evaluation is given "a great deal" of importance	4	7	2	3	4

On none of these measures do great differences occur among the four school types. However, private schools consistently offer students somewhat more opportunity to contribute to administrative decisions within the school. Differences among other school types are very slight.

Students' Socio-Economic Level

Principals were asked to estimate the percentage of their students whose families belong to one of six income categories. They were also asked to estimate the percentage of their students that come from families whose incomes fall below the poverty level and the percentage that come from single-parent families. The results are given here.

Percentage of students' families in various income categories (Q3.15, Q3.24, Q3.25)

	Private	Diocesan	Parochial	Inter-Parochial
Mean family income for all students	$34,526	$30,176	$24,039	$28,123
Percent of schools reporting more than 10% poverty-level enrollment	13%	20%	31%	22%
Percent of schools reporting more than 20% poverty-level enrollment	7%	8%	17%	5%
Percent of schools reporting more than 30% of students from single-parent families	14%	15%	28%	4%

These indicators give some credence to the notion that private schools serve the children of the middle class. While private school families have the highest income level, parochial school families have the lowest. Parochial schools also have twice as many students from single-parent families as any of the other types.

Comment

The information reported in this and earlier chapters suggests that, despite their similarities, all Catholic school types are not the same; distinctive accents appear in one type of school more than another.

Private schools cost more to attend than any other type. They appear, on a measure composed of punishments for various negative behaviors, to maintain stricter discipline. In general, they pay higher salaries to their teachers, and they are considerably more likely than other schools to have such amenities as swimming pools and tennis courts. They are also slightly more likely than others to have a bookstore and a chapel.

Based on selected religious indicators, diocesan schools appear more likely to preserve and enhance the Catholic school image and tone. They offer opportunities for students to participate in religious activities more frequently than other schools.

Finally, the figures above show that the parochial school, which has the lowest level of financial resources among parents, also has the highest incidence of students from low-income families. In other words, the schools with the greatest opportunity to serve the children of low-income families are doing it with the fewest resources at their command.

Part two of this research affords a look behind the scenes at some of these low-income-serving schools. From that research some exciting discoveries may emerge—discoveries of creative and heroic people who are making up, with their own energy, imagination, and caring, what is lacking in space, equipment, and funds.

CHAPTER 16

Summary, Reflections, and Recommendations

In recent years, American high schools have been under intense scrutiny. The renewed interest in secondary education has produced a nationwide avalanche of books, conference reports, and press releases. To introduce *A National Portrait* at this time entails some risk that it will be obscured or overlooked. However, this study is unlike all others. It is the first extensive inquiry focused on the many facets of Catholic high schools nationwide. Its scope is unique; its depth heretofore unmatched. A complex picture emerges, one that invites careful attention and merits wide exposure.

This report offers a wealth of information for discussion and reflection. It provides descriptive information about Catholic high schools that is necessary and useful for evaluating schools and charting new directions. Toward these ends, the information in this report could be used effectively to stimulate the following:

- Dialogue among teachers, administrators, and school board members in a local school about the implications of these data for the school's programs, policies, and goals. Local schools may find it useful to structure a retreat around a set of topics on issues raised by this report.
- Evaluation of the well-being of Catholic high schools as measured against certain widely shared program and mission goals (e.g., to provide a sense of community, to serve low-income students, to provide rich academic and experiential opportunities in the area of religion, to employ a teaching faculty solidly committed to the academic enterprise).
- Dialogue among school administrators, at local, regional, or national levels, about strategies that could be employed to address those areas in which many schools are particularly vulnerable (e.g., faculty turnover, service to the handicapped, teacher salaries, development strategies, fine arts programming).
- Development of college or university courses that require future Catholic school teachers or administrators to examine critically the state of Catholic high school education and propose strategies for increasing the vitality of schools.
- Discussion at the policymaking level in governmental agencies concerned with education, both federal and state, relative to their mandate to serve students of all socio-economic levels.

- Further research to extend knowledge beyond that reported, test the reliability of findings using other methodologies, resolve ambiguities in the data, and/or repeat this project in later years to chart trends and changes in Catholic high school education.

To promote the use of this report in these and other ways, this chapter summarizes, integrates, and interprets findings presented in chapters 1-15. It is organized into three sections: Major Findings; Struggling Schools, Thriving Schools; and An Agenda for the 1980s.

Major Findings

This section lists 25 important findings. The list is not exhaustive. Additional findings appear in the Highlights and Comment sections of each chapter.

1. Catholic high schools have in common a set of important emphases and characteristics. Schools share a common mission (academic excellence, faith development, sense of community). They provide programs designed to meet these goals, create a climate which combines caring with order, and admit into their community staff and students who share common values and a common heritage. At the same time, schools are diverse. Variations in location, resources, student characteristics and needs, governance, and size make each school unique.
2. Eleven percent of Catholic high school students are non-Catholic. The figure appears relatively stable. In about half of all schools, principals report that, since 1978, the percentage has "stayed about the same."
3. Students in Catholic high schools do not typically come from economically advantaged families. Based on 1982-1983 estimates, about one-third of students come from families with annual incomes below $20,000, one-third from families in the $20,000-$30,000 range, and one-third from families earning over $30,000. The percent of families earning under $20,000 who are served by Catholic schools is similar to the percent of all American families earning less than $20,000. Compared with the U.S. population, slightly fewer families at the extremes of income distribution (under $10,000, over $50,000) have students in Catholic high schools.
4. Eighteen percent of Catholic high school students are members of a minority. The percentage of minority enrollment is slightly lower in Catholic high schools than in public schools. Compared with public schools, the Catholic high school student population has a lower percentage of Blacks and a higher percentage of Hispanics. According to principals, the percentage of minority students has increased since 1978 in 37 percent of schools, remained stable in 57 percent, and decreased in only six percent.
5. Minority percentages among school leaders and staff are much lower than for students. Five percent of teachers are members of a minority, as are four percent of school board members, and three percent of administrators.
6. The average Catholic high school gives financial aid to 13 percent of its students, with financial need being the most important criterion. It is estimated that Catholic high schools awarded $54,000,000 in aid in 1982-1983.
7. Education for the handicapped is not a high priority in most Catholic high schools. More than four out of ten schools do not view education for the handicapped as relevant or important to their mission. Schools that do serve handicapped students struggle to find ways to do so effectively. Only seven percent of principals claim that their schools' efforts on behalf of the handicapped are "excellent" or "quite good." Thirty percent evaluate their schools as only "fair" or "poor" in this area.
8. Principals give high marks to teachers. In nearly all schools, teachers are viewed as deeply committed both to high academic standards and to faith development. Teachers' commitment to the religious mission of the school remains strong even though the majority of teachers (77%) are now laity, in sharp contrast to a 1962 figure of 30 percent.
9. The rate of teacher turnover is high. Fifty-four percent of Catholic high school teachers have five years of teaching experience or less. (Twenty-eight percent have been on the job two years or less.) Only about eight percent of public high school teachers have less than five years of experience. The high rate of turnover is related to compensation. The

average starting salary for a first-year teacher with a B.A. is only $11,121. The average maximum salary for a teacher with a master's degree is $20,105. These figures (for 1983-1984) are considerably below those for public school teachers. Though the combination of high turnover and low salaries has the potential for creating problems in teacher morale, a majority of administrators perceive that teacher morale is high in their schools.

10. Catholic high schools in general place a premium on academic excellence. Eighty percent of students are enrolled in a college preparatory or academic program, with only 10 percent following a vocational or business course of study. An estimated 83 percent of graduates in the class of 1983 entered an institution of higher education, a figure considerably higher than that reported for public high school students.
11. The fine arts appear to be a low priority in Catholic high schools. High schools, on the average, require only one semester of fine arts, and nearly half (49%) of all schools have no graduation requirements in this area. When principals were asked to rank order, in terms of importance, each of 14 educational goals for their high schools, "developing aesthetic appreciation" was, on the average, the lowest ranked of all 14 goals.
12. Religion permeates high school life at many levels. Schools, on the average, require about three-and-one-half years of religion coursework. In a majority of high schools, half or more of all classes begin with prayer. Two-thirds of schools require Catholic students to attend all liturgical functions, and about half (58%) require all non-Catholics to attend. Most schools take steps to ensure that students develop commitments to promote the social teachings of the Catholic Church.
13. Service is an integral part of nearly all Catholic high school programs. 93 percent of schools offer service opportunities for their students, and in nearly half of all schools, off-campus service programs can be taken for credit. This emphasis on service is one unique feature of Catholic high schools. Former U.S. Commissioner of Education Ernest Boyer has recently suggested that service—because of its potential for shaping a sense of social responsibility—be made a requirement in public high schools.[1]
14. Six dimensions of school climate typify most Catholic high schools: a strong emphasis on discipline, an orderly environment (absence of behavior problems), shared commitment to academics, structure, a sense of community, and high teacher and student morale. These elements are commonly cited in the literature on school excellence as important ingredients for effecting strong academic achievement.[2]
15. Catholic high schools experience relatively few serious behavior problems. Reported rates of absenteeism, class-cutting, and vandalism are much lower than in public schools. Others have argued that this is because Catholic high schools expel or suspend students who engage in problem behaviors.[3] However, these findings reveal that schools, on the average, expel less than one percent of their students each year. Furthermore, some Catholic high schools report that they admit students who have been expelled from public schools for behavior or academic reasons.
16. The average Catholic high school, in the last 10 years, has had three different persons in the principalship. Eleven percent have had just one principal in the last 10 years, 38 percent have had two, 32 percent have had three, and 19 percent have had four or more. Further research is needed to evaluate what impact this relatively high rate of turnover in leadership has on the educational enterprise.
17. From the principals' point of view, considerable control and authority is vested in school administrators. Principals are given broad powers, far greater than those usually given to public school principals. The Catholic high school principal assumes many of the responsibilities of a local superintendent in the public sector. Teachers, however, do not have much decision-making authority, even on matters of curriculum and graduation requirements. One recent report suggests that "a move toward colleagueship as the organizing principle" for school governance would "also serve the concern for equity—that those who make sacrifices to support the system deserve voice in its governance."[4]
18. Catholic high schools are economically efficient, with a per-pupil expenditure, in

1982-1983, of $1,783. This ranges from $1,544 in the largest schools (those with more than 1,000 students) to $2,272 for the smallest schools (those with fewer than 300 students). The estimated per-pupil expenditure for public schools in 1982-1983 was $2,786.

19. Although most schools report that income matched or exceeded expenses in 1982-1983, two major sources of financial stress face most schools. Teacher salaries are low; without new sources of income, there is the risk that teacher turnover rates, already high, will continue to increase. A second stress point has to do with deferred maintenance. Many schools have underfunded deferred maintenance accounts, or have none at all.[5] These stress points, combined with increasing financial shortages in religious communities and tuition rates that cannot be raised substantially without threatening a considerable loss of students, place Catholic high schools in a precarious financial position.
20. While some schools have instituted multi-faceted development programs, many have not. Only about half of Catholic high schools have a development office in operation and only 35 percent have a full-time development officer. A majority of schools attempt to carry out fundraising activities without incorporating them into a coherent, long-term development plan.
21. Eighty-four percent of Catholic high schools have parents' organizations. Nine out of 10 schools benefit from the services of parent volunteers. On the average, less than one-third of parents are active in parents' organizations. This suggests that considerable undeveloped potential remains for building a sense of partnership between school and parents.
22. Thirty-six percent of schools have experienced an increase in enrollment since 1978; 38 percent report a decrease. Enrollment increases are reported most frequently by schools in these categories: private schools, girls' schools, large schools (with over 1,000 students enrolled), and schools located in the New England and West/Far West regions. Enrollment decreases are most common in inter-parochial, coeducational, and small schools (enrollment under 300), as well as those located in the Plains region.
23. Principals evaluated schools in 45 areas of school life. Areas receiving the most positive evaluations tend to fall into the general categories of school climate, academic programs, and religious education. Least favorable ratings were given to schools' performance in serving the disadvantaged and promoting constituent (i.e., parents, community, parishes) involvement in the life of the school.
24. Schools with relatively large concentrations of low-income students (21% or more) have graduation requirements as rigorous as those in other schools and provide a positive school climate as successfully as other schools. These schools are distinctive in a number of ways. They have disproportionately high percentages of women religious in administrative and teaching positions, depend more than other schools on subsidies and contributed services, and are more likely than other schools to have experienced an enrollment decline since 1978.
25. Of the four types of schools (private, diocesan, parochial, and inter-parochial) examined in this report, parochial schools are particularly distinctive. Compared to the other three, they have fewer resources and facilities, pay lower salaries to teachers, and have higher percentages of minority and low-income students. These schools are in great need of financial assistance if they are to provide the optimal education possible for the special student populations they serve.

Struggling Schools, Thriving Schools

Each of the chapters in this report provides descriptive information about Catholic high schools; each chapter focuses on a particular slice of school life. At this point, an attempt is made to synthesize these findings to evaluate the overall health and well-being of Catholic high schools. To make this evaluation, criteria must be chosen against which the well-being of schools can be measured. The criteria given below provide a starting point for describing school health. They are presented with a summary of how well these criteria are being met in

Catholic high schools. It is anticipated that other researchers will refine and improve on this work.

INDEX OF SCHOOL HEALTH

A global index of school health was developed by assigning schools a value of +1 for each of 30 positive characteristics and a value of −1 for each of 30 negative characteristics. The index, then, ranges from −30 to +30. We considered schools with a score approaching −30 to be struggling schools, and schools with a score in the direction of +30 to be thriving or prosperous schools.

The 30 positive and 30 negative criteria cover a range of areas, including enrollment trends, trends in achievement test scores, level of morale, sense of community, discipline, order, academic emphasis, emphasis on religion, and finances and development. The 30 positive criteria represent many of the features one would expect to find in a school that is fulfilling its mission as a Catholic high school. The 30 negative criteria represent characteristics which suggest that the mission is not being fulfilled.

	School health & well-being score assigned:	
Characteristic	Plus 1	Minus 1
Since 1978:		
Student enrollment (Q13.2)	Increase	Decrease
Number of students requesting transfer to public schools (Q13.6)	Decrease	Increase
Standardized academic achievement test scores (Q13.7)	Increase	Decrease
Serious disciplinary problems (Q13.9)	Decrease	Increase
Number of professional staff (Q13.11)	Increase	Decrease
Parent involvement (Q13.23)	Increase	Decrease
Number of specialists: special education teachers, media specialists, etc. (Q13.12)	Increase	Decrease
Principals's rating of:		
Development program (Q14.18)	Outstanding or quite good	Fair or poor
Religious education (Q14.28)	Outstanding or quite good	Fair or poor
Sense of community (Q14.21)	Outstanding or quite good	Fair or poor
Staff morale (Q14.23)	Outstanding or quite good	Fair or poor
Promoting faith development among students (Q14.32)	Outstanding or quite good	Fair or poor
Discipline policy (Q14.39)	Outstanding or quite good	Fair or poor
Value or moral education (Q14.41)	Outstanding or quite good	Fair or poor
Developing sensitivity to racial or ethnic minorities (Q14.45)	Outstanding or quite good	Fair or poor
Responding to the special needs of minority students (Q14.13)	Outstanding or quite good	Fair or poor

Characteristic	School health & well-being score assigned:	
	Plus 1	Minus 1
Principal's rating of: *(Continued)*		
Recruiting and retaining low-income students (Q14.14)	Outstanding or quite good	Fair or poor
Mathematics curriculum (Q14.4)	Outstanding or quite good	Fair or poor
Science curriculum (Q14.7)	Outstanding or quite good	Fair or poor
Stimulating progress in writing skills (Q14.8)	Outstanding or quite good	Fair or poor
Providing challenging service opportunities for students (Q14.31)	Outstanding or quite good	Fair or poor
Conflict between administrators and teachers (Q9.11A)	Relatively little	Relatively high
Teachers rated as taking time to respond to students' individual needs (Q9.11N)	High	Low
Teachers rated on ability to motivate students (Q9.11J)	High	Low
Teachers rated on supporting the religious mission of the school (Q9.11D)	High	Low
Students rated on academic motivation (Q9.11C)	High	Low
Teachers rated on academic expectations for students (Q9.11F)	High	Low
Problem of absenteeism (Q7.17A)	None or minor	Moderate or serious
Problem of class cutting(Q7.17B)	None or minor	Moderate or serious
Problem of repeated failure to do homework (Q7.17E)	None or minor	Moderate or serious

CATHOLIC HIGH SCHOOLS AND THE INDEX OF SCHOOL HEALTH

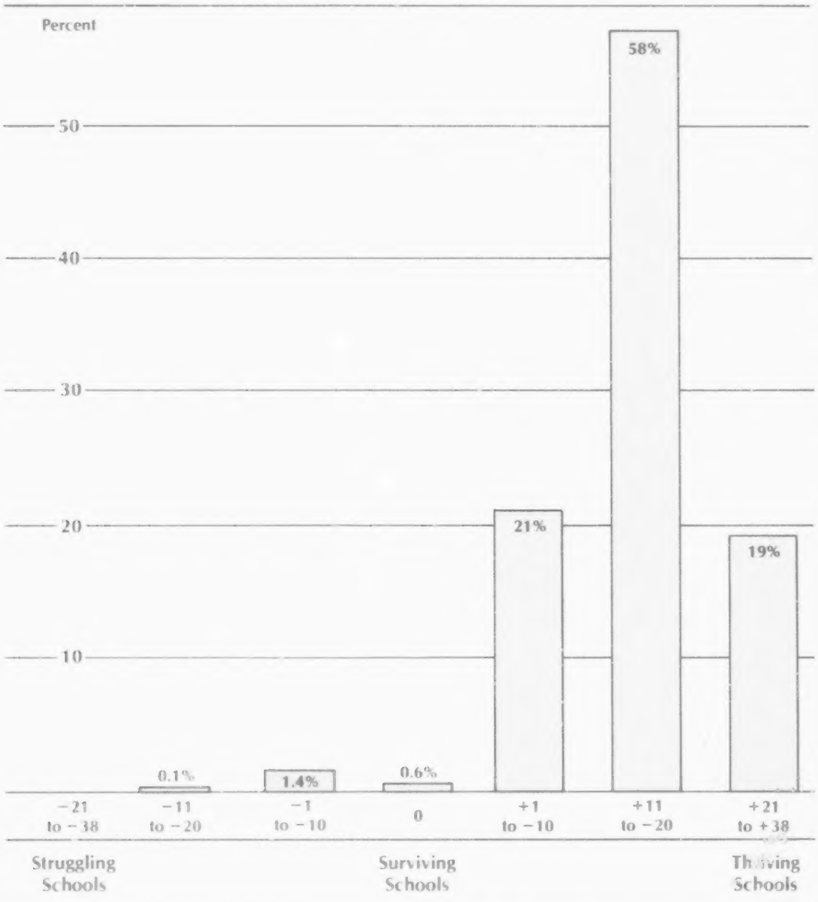
Eight hundred and ninety schools were scored on this index, which has a theoretical range of − 30 to + 30. Some key findings are these:

- the lowest score obtained on the index was − 16; the highest, + 29.
- The average score was + 15.
- Only 14 schools (1.5%) received a score below 0.
- Nineteen percent of schools received a score of + 21 or higher.

Exhibit 16.1 shows how schools are distributed along the school health continuum. The results are rather striking. Nearly all schools (98%) are above 0 (where 0 represents the midpoint on the index—a position one might label "surviving"). Accordingly, the Catholic high schools surveyed lean strongly to the high end of the health continuum. Almost all schools are closer to "thriving" than to "struggling."

It is important to be clear about what this index of health is measuring. It places very little emphasis on financial health, except as this might be related to student enrollment trends. Rather, health is an overall index having to do with program emphasis (academics, religion,

EXHIBIT 16.1: Distribution of Schools on the Index of School Health



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values), student outcomes in these areas, and a climate conducive to student development. The index would not apply to public schools, for it includes several dimensions of mission and program that are unique to Catholic schools. Generally, then, Catholic high schools are doing what they intend to do. Very few are experiencing failures as they seek to fulfill their mission.

This should be welcome news to the Catholic school community, but two caveats are in order. First, the majority of schools are in the + 1 to + 20 range (Exhibit 16.1). Although this represents something above the level of survival, these schools have reason to seek improvement. Second, since this analysis is based on reports from principals, many of the elements are perceptual rather than factual in nature; therefore, the accuracy of these perceptual judgments cannot be determined without further research.

VARIATIONS IN SCHOOL HEALTH

Exhibit 16.2 shows how average scores on the index of school health vary by these six school demographic variables: size, school type, gender composition, percent minority, percent low-income, and region.

School averages do not vary greatly. Of the 27 different school categories examined in Exhibit 16.2, the lowest average is + 12.5 (for parochial schools) and the highest is + 16.6 (for

EXHIBIT 16.2: Average Scores on School Health Index by Six Demographic Characteristics

School Type		**Enrollment Size**	
Parochial	12.5	Under 300	14.3
Inter-parochial	14.1	300-500	14.7
Diocesan	14.4	501-750	15.4
Private	16.5	751-1000	15.3
		Over 1000	16.1
Gender Composition		**Percent Minority**	
Coed Schools	14.5	0-2%	14.2
Boys' Schools	15.7	3-5%	14.0
Girls' Schools	15.8	6-10%	15.6
		11-25%	16.7
		26-100%	14.9
Region		**Percent Low-income**	
Mideast	13.9	0%	15.6
Southeast	14.8	1-10%	15.3
Plains	14.9	11-20%	13.0
Great Lakes	15.0	21-100%	13.2
New England	15.2		
West/Far West	16.6		

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schools in the West/Far West region). This relatively small range in average school health scores suggests that Catholic high schools, regardless of demographic setting, tend to be closer to the "thriving" end of the school health continuum than the "struggling" end.

Although differences among categories are small, statistically significant ones occur within the region, percent low-income, percent minority, and school type categories.[7] No significant differences are found for enrollment size or gender composition. These differences can be summarized as follows:

- Private schools have the highest school health average of the four school types, and parochial schools the lowest.
- School health averages are highest for schools with minority populations of 11-25 percent and lowest for schools with minority populations of 5 percent or less.
- School health averages are inversely related to percentages of low-income students, with higher averages for schools with lower percentages of low-income students.
- Schools located in the West/Far West have higher school health scores than other schools. Schools in the Mideast have the lowest average score.

While these differences are significant, the theme that predominates is that all school types, regardless of category, are relatively high on the school health index. Only 10 percent of the variance in the school health index can be accounted for by the six demographic variables.[8] Presumably, school health is largely a function of other characteristics such as leadership, tradition, student characteristics, teacher characteristics, and resources.

URBAN SCHOOLS

It has been noted earlier in this report that Catholic high schools seek to serve inner-city minority populations and low-income students. A special analysis was made of 108 schools with the following characteristics:

—Located within the city limits of a metropolitan area having a population of 100,000 or more
—Enrolling 26 percent of more minority students
—Twenty-one percent or more low-income students

The analysis reveals that these schools attain an average of + 15 on the school health index. this is exactly the average for all Catholic high schools, suggesting that inner-city schools are as successful at fulfilling their mission as other schools.

An Agenda For The 1980s

It is clear from the data analyzed in this report that Catholic high schools are relatively strong educational institutions. Many, however, have not reached their potential or face financial strains that threaten their well-being. Ten recommendations for strengthening Catholic high schools are listed below, not according to their importance, for that must be determined by individual schools, based on their own needs, but to stimulate dialogue, reflection, and action.

1. FINANCIAL RESOURCES

In terms of programs and student outcomes, Catholic high schools are relatively sound. But schools are not as sound in financial matters. As noted earlier in this report, schools cannot long continue to pay lay teachers at the current low level. Funds for deferred maintenance are not adequate to maintain facilities. Subsidies from religious orders are declining. Substantial or frequent increases in tuition may create, rather than resolve, financial problems, especially if they reduce enrollment.

Pressing financial problems that threaten Catholic high schools must be addressed. The first step is to make the public aware of the seriousness of these problems and their implications, not only for Catholics, but for the nation as a whole. The second step is to motivate Catholic communities—locally, regionally, nationally—to develop new strategies to ensure the stability of Catholic schools. These strategies may include revitalized efforts to obtain federal or state assistance. It is also recommended that schools examine and adopt established money management and cash flow techniques similar to those routinely employed in the business community.

2. DEVELOPMENT

Individual Catholic high schools can do much more in the area of development than they now do. A well-conceived, multi-faceted development program is essential for procuring on-going and sustained support from a school's various constituencies. Schools must examine their performance in this area, seek counsel and advice from schools with successful programs, and draw upon the expertise of development personnel in national service organizations.

3. SERVICE TO HANDICAPPED STUDENTS

Catholic high schools have not met their potential in providing educational opportunities for the handicapped. New efforts are needed in this area, although financial constraints may be a major impediment. Schools should become more aggressive in seeking funding from federal and state sources, as well as from foundations and individuals with special interest in serving the handicapped.

4. MINORITIES

Percentages of minorities who teach, administer, or serve on school boards are far below the percentages of minority students in Catholic high schools. New efforts should be directed to the recruitment and retention of such minority participation.

5. TEACHER TURNOVER

One of the more striking findings in this study is the high rate of lay teacher turnover. This is tied, in part, to the level of salaries and fringe benefits. High turnover potentially threatens the educational enterprise. New efforts are needed to build more stable teaching faculties, and the strategy must include more adequate compensation.

6. ROLE OF TEACHERS IN GOVERNANCE

The relatively small role lay teachers play in school governance may also contribute to the turnover rates. It is time to reexamine governance procedures and recognize that the majority of teachers are laity, most of whom are making financial sacrifices to teach in a Catholic high school.

7. LOW-INCOME STUDENTS

One of the ways this nation can help the poor is to provide them with quality education. Catholic high schools make a major contribution here, although much more could be done. It has been observed that low-income serving schools are programmatically sound. But they are particularly vulnerable in the area of finances. Forty percent of schools serving high percentages of low-income students did not have enough income to match expenses in 1982-1983. Concurrently, their enrollments are declining more than other schools. Ways must be found to keep these schools viable. Parishes, diocesan offices, religious orders, and the broader Catholic community must resolve to protect and nurture these special schools.

8. SERVICE PROJECTS

A unique facet of Catholic high school programs is service. Students in most schools have the opportunity to become involved in community efforts to promote healing and social justice. These programs potentially help students develop the concept of social responsibility and solidify the tie between faith and action. Little is known about how well these programs function. Service programs ought to be evaluated and efforts made to make these vital experiences an ingredient in all students' high school experience.

9. FINE ARTS

Relatively low priority is given to instruction in music, drama, and art and to the development of artistic sensitivity and appreciation. Many schools have no graduation requirements in this area. The area of the fine arts deserves to be upgraded. New strategies might include (1) forming cooperative partnerships with public schools and other Catholic high schools, (2) exploring a partnership with local art schools, art associations, concert organizations, and the like, and (3) utilizing the talents and expertise of parents and other supporters to provide volunteer teaching and supervision in the area of fine arts.

10. COMPUTER EDUCATION

Computer literacy is becoming increasingly essential for survival in modern society. All but a handful of schools can make much fuller use of available computer equipment. Thought should be given to the best ways to use computer technology as a learning tool. Schools should also help students become familiar with computers, since many undoubtedly will be required to use computers in some fashion in their post high school careers.

Another way of preparing students for this new technology would be to help them confront the value issues raised by technological advances. No matter how advanced the technology nor how innovative the techniques, both teachers and students must continue to raise ethical and moral questions about the impact of these technologies and techniques on the well-being and dignity of humankind.

Notes

Introduction

1. National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* Washington, DC: U.S. Department of Education, p.5.
2. Boyer, E.L. (1983). *High school: A report on secondary education in America.* New York: Harper & Row. A number of other recently published works are germane to the task of evaluating schooling in America. Listed here are four of these studies, each of which helps to define the challenges facing education.

   Goodlad, J.I. (1984). *A place called school: Prospects for the future.* New York: McGraw-Hill.

   Lightfoot, S.L. (1983). *The good high school: Portraits of character and culture.* New York: Basic Books.

   Ravitch, D. (1983). *The troubled crusade: American education, 1945–1980.* New York: Basic Books.

   Sizer, T.R. (1984). *Horace's compromise: The dilemma of the American high school.* Boston: Houghton Mifflin.
3. See, for example, Sewall, G.T. (1984, February 29). Great expectations, successful schools. *Education Week*, p. 19.
4. These are available from the National Catholic Educational Association. Contact Dr. Bruno Manno, Director, Research and In-service Programs.
5. Cooper, B.S. (1984, August). The changing demography of private schools: Trends and implications. *Education & Urban Society, 16*, 429–442.
6. Kraushaar, O.F. (1972). *American nonpublic schools: Patterns of diversity.* Baltimore: John Hopkins University Press.
7. Beutow, H.A. (1970). *Of singular benefit: The story of Catholic education in the United States.* London: Macmillan.
8. See, for example, Greeley, A.M., & Rossi, P.H. (1966). *The education of Catholic Americans.* Chicago: Aldine Publishing and Greeley, A.M., McCready, W.C., & McCourt, K. (1976). *Catholic schools in a declining church.* Kansas City: Sheed & Ward.
9. Abramowitz, S., & Stackhouse, E.A. (1980). *The private high school today.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Institute of Education.
10. Coleman, J.S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic, and private schools compared.* New York: Basic Books.

11. Walberg, H.J., & Shanahan, T. (1983, August-September). *Educational Researcher, 12*(7), 4–9. See also Currence, C.(1984, November 14). 'Catholic schools effect' is reaffirmed by its champions, Coleman and Greeley. *Education Week*, p. 1, a report of the conference on Comparing Public and Private Schools sponsored by Stanford University's Institute for Research on Educational Finance and Governance.
12. Greeley, A.M. (1982). *Catholic high schools and minority students*. New Brunswick, NJ: Transaction.
13. Bryk, A.S., Holland, P.B., Lee, V.E., & Carriedo, R. (1984). *Effective Catholic schools: An exploration*. Washington, DC: NCEA.
14. The short form survey included these survey questions: 1.1, 1.2, 2.1, 2.2, 2.3, 3.4, 3.5, 3.6, 3.7, 3.24, 3.33, 8.24, 8.25, 8.26, 8.27. On these items, the follow-up sample is added to the original sample of 910 when reporting findings.
15. These are the regional breakdowns historically used by NCEA in compiling statistical reports. They are different from U.S. census regions.

Chapter 1

1. See, for example, Pilarczyk, D.E. (1982). What makes Catholic schools Catholic? In *Seminar on Catholic Secondary Education: Now and in the Future*. (pp. 16-22). Washington, DC: The National Catholic Educational Association.
2. Responses to the following were summed to yield a figure of 83%: Catholic four-year college, Catholic seminary, non-Catholic private four-year college, publicly supported four-year college or university, and two-year college.
3. National Catholic Educational Association. (1984). [The beliefs and values of teachers in Catholic high schools.] Unpublished data.
4. For data on academic achievement in Catholic high schools, see Coleman, J.S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic, and private schools compared*. New York: Basic Books.
5. Seventy-seven percent of principals rank this goal in the top 7 out of a list of 14.
6. See note #3 for this chapter.
7. Percentages for "enthusiastic and proud" and "satisfied" were combined.
8. See, for example, Anderson, C.S. (1982, Fall). The search for school climate: A review of the research. *Review of Educational Research, 52*, 368-420.
9. Baumrind, D. (1973). The development of instrumental competence through socialization. In Pick, A. (Ed.). *Minnesota Symposia on Child Psychology, 7*.

Chapter 2

1. Coleman, J.S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic, and private schools compared*. New York: Basic Books.
2. Abramowitz, S., & Stackhouse, E.A. (1980). *The private high school today*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Institute of Education.
3. Percentage figure was interpolated, based on average percentage given for Q3.15.
4. U.S. Bureau of the Census. (1983). *Statistical Abstract of the United States: 1984*. Washington, DC: Government Printing Office.
5. The survey asked for raw numbers of all students and for five race/ethnicity categories. National averages were computed by dividing the total number of students in a category by the total number of students (total here means the sum of all schools in the survey). On each race/ethnicity category, there are missing data (about 10% of schools did not report race/ethnicity numbers). Additional analyses indicated that non-reporting schools did not differ from reporting schools on average school size, a variable which is correlated with minority percentage.
6. Checks on schools with missing data indicate that non-reporting schools did not differ from reporting schools in school size.
7. Federal figures based on U.S. Bureau of the Census, Current Population Reports, series P-60, No. 140, as reported in U.S. Bureau of the Census. (1983). *Statistical Abstracts of the United States: 1984*, p. 460. Figures are for households of four. National figures for families of five, six, or seven or more do not differ appreciably from those for households of four.
8. Coleman et al., 1982, p. 47.
9. Coleman et al., 1982, p. 34.

Chapter 3

1. Neuwien, R.A. (Ed.). (1966). *Catholic schools in action: The report of a Notre Dame study of Catholic elementary and secondary schools in the U.S.* Notre Dame: University of Notre Dame Press.
2. Summers, A.A., & Wolfe, B.L. (1977). Can schools make a difference? *American Economic Review, 67*(4), pp. 639–652.
3. The correlation between percentage lay teachers and emphasis on student religious development is $-.16$ ($p<.0001$).
4. Metropolitan Life Insurance Company. (1984). *The American teacher.* New York: Author, p. 13.
5. Correlations between percentage staff at school two years or less and these variables are:

maximum M.A. salary:	$-.30$ ($p<.0001$)
beginning salary for B.A.:	$-.13$ ($p<.0003$)
tenure availability:	$.24$ ($p<.0001$)
teacher interest in collective bargaining:	$-.20$ ($p<.0001$)
facilities and resources (composite index):	$-.24$ ($p<.0001$)
fringe benefits:	$-.17$ ($p<.0001$)

6. Correlations between turnover and these factors are nonsignificant.
7. National Education Association annual report on schools. (1984, April 24). *USA Today,* p. 1.
8. Grant, W.V., & Snyder, T.D. (1983). *Digest of education statistics, 1983–84.* Washington, DC: National Center for Education Statistics, p. 51. Public elementary and high schools combined.
9. Catholic high school ratios reported in this section are per school averages. School ratios computed by dividing total number of students in school by total number of full-time teachers. Public school figure for 1981–1982 is 18.9. See *Digest of education statistics, 1983–84,* p. 45.
10. Public school data are from these sources:

    Sex distribution—from *The American teacher,* p. 12.

    Education—from *Digest of education statistics, 1983–84,* p. 51.

    Age—from *The American teacher,* p. 12.

    Salary—based on Boyer, E.L. (1983). *High school: A report on secondary education in America.* New York: Harper & Row. Boyer gives 1981–1982 figure of $12,769. Figure was adjusted by 10 percent as an attempt to estimate 1983–1984 figure.

    Merit pay—from Educational Research Service. (1984, March 7). *Minneapolis Star and Tribune,* p. 16.

Chapter 4

1. National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform.* Washington, DC: U.S. Department of Education, pp. 18–19.
2. See footnote #3, p. 338, in Boyer, E.L. (1983). *High School: A report on secondary education in America.* New York: Harper & Row.
3. Boyer, 1983, pp. 79–80.
4. The public school figure for the academic track was computed by subtracting from 100 the vocational and general percentages as presented by Boyer.
5. This figure was computed by subtracting from 100 the percent of principals responding "0" to question 4.1.
6. Coleman, J.S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic, and private schools compared.* New York: Basic Books, p. 74.
7. These findings essentially replicate those reported by Coleman et al., 1982.
8. Coleman et al., 1982, p. 74.
9. Boyer, 1983, p. 98.
10. Boyer, 1983, pp. 202–215.
11. See, for example, Coleman et al., 1982.
12. For a review, see Walberg, H.J., & Shanahan, T.J. (1983). High school effects on individual students. *Educational Researcher, 12,* 4–9. Part II of this project will deal in greater depth with the question of curricular offerings, and whether the offerings appear to be more properly treated as input variables or as school level variables.
13. Grant, W.V., & Snyder, T.D. (1983). *Digest of education statistics, 1983–84.* Washington, DC: National Center for Education Statistics, pp. 72–73.
14. Coleman et al., 1982, pp. 94-97.

Chapter 5

1. National Conference of Catholic Bishops. (1972). *To teach as Jesus did: A pastoral message on Catholic education.* Washington, DC: United States Catholic Conference. See also National Conference of Catholic Bishops. (1979). *Sharing the light of faith: National catechetical directory for Catholics of the United States.* Washington, DC: United States Catholic Conference.
2. See chapter 12, Service: The new Carnegie unit, in Boyer, E.L. (1983). *High school: A report on secondary education in America.* New York: Harper & Row.
3. Items taken alone or included in a scale to produce each of the listed demographics were: Percent of minority students (Q3.7); Male-female student ratio (Q3.5); Academic performance of the students (Q3.21, Q3.36); Number of disciplinary problems (Q4.1, Q4.7, Q4.9, Q7.17); Fiscal health of the school (Q11.1, Q11.17); Per pupil expenditures (Q3.4, Q10.17); Socioeconomic status of the students (Q3.25, Q3.27, Q3.29, Q3.31, Q3.33, Q3.35A, Q3.35B); Percent of non-Catholic students (Q3.36); Operating authority (Q1.1).
4. "No relationship" indicates a correlation less than ±.20.
5. Centrality of religion correlated .45 with concern for community and .36 with concern for spiritual development; concern for community correlated .39 with faith development.

Chapter 6

1. See, for example, Coleman, J.S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic, and private schools compared.* New York: Basic Books.
2. For a review, see Walberg, H.J. (1984, May). Improving the productivity of America's schools. *Educational Leadership,* pp. 19–25.
3. For an extensive review of the climate literature, see Anderson, C.S. (1982, Fall). The search for climate: A review of the research. *Review of Educational Research, 52,* 368–420.
4. Based on Q9.11. Percentages are sums of categories 6–10.
5. Coleman et al., 1982, pp. 112–113.
6. See Q9.11, sub-item 13.
7. National Catholic Educational Association. (1984). [The beliefs and values of teachers in Catholic high schools.] Unpublished data.
8. Computed by dividing number of students who left because of dissatisfaction by total 9th-12th grade enrollment.
9. Correlations between an index of sense of community (Q5.21, Q9.9, Q14.21) and these variables are:
    - enrollment size: −.15 ($p<.0001$)
    - student morale (Q9.1): .43 ($p<.0001$)
    - teacher morale (Q9.5, Q9.11, Q14.23): .52 ($p<.0001$)
    - emphasis on religion (Q5.21, components b, d, g, k): .45 ($p<.0001$)
    - emphasis on teaching global concern (Q14.30, Q14.35, Q14.45): .40 ($p<.0001$)
10. Correlations between an index of disciplinary problems (Q7.17) and these variables are:
    - student morale: −.16 ($p<.0001$)
    - teacher morale: −.12 ($p<.0002$)
    - % of freshmen requiring remedial course work: −.14 ($p<.0001$)
    - student academic motivation (Q9.11, components C & J, with J reversed): −.15 ($p<.0001$)
11. Correlations between student morale (Q9.1) and these variables are:
    - sense of community: .43 ($p<.0001$)
    - teacher morale: .40 ($p<.0001$)
    - student academic motivation: .29 ($p<.0001$)
    - index of disciplinary problems: −.16 ($p<.0001$)
    - emphasis on religion: .22 ($p<.0001$)
    - emphasis on teaching global concern: .24 ($p<.0001$)
12. Correlations of teacher morale (3 item index based on Q9.5, Q9.11, and Q14.23) with these variables are:
    - sense of community: .52 ($p<.0001$)
    - student morale: .40 ($p<.0001$)
    - effective discipline policies (Q9.11, Q14.39): .38 ($p<.0001$)
    - emphasis on religion: .33 ($p<.0001$)
    - emphasis on teaching global concern: .30 ($p<.0001$)
    - teacher turnover (Q2.40): −.14 ($p<.0001$)
    - proportion of lay teachers: −.14 ($p<.0001$)
13. Erickson, D.A. (1981, October). The superior social climate of private schools. *Momentum,* p. 8.

Chapter 7

1. Kraushaar, O.F. (1972). *American nonpublic schools: Patterns of diversity.* Baltimore: John Hopkins University Press, pp. 172–173.
2. Low-income is defined as family income under $10,000, as measured by Q3.25.
3. Kraushaar, 1972, p. 175.

Chapter 8

1. See *Media programs: District and school.* (1975). Chicago: American Library Association & Association of Educational Communications and Technology, pp. 70-71; and Heintze, R.A., & Hodes, L. (1978). *Statistics of public school libraries/media centers.* Washington, DC: National Center for Education Statistics, p. 9.
2. Boyer, E.L. (1983). *High school: A report on secondary education in America.* New York: Harper & Row.

Chapter 9

1. The median income from state sources in the Mideast region is $6,192; 41 percent of schools in the Mideast report $0 from state sources. All other regions and all other demographic categories report medians of $0 for state and federal income. Readers familiar with data analysis procedures will recognize that these estimates (of non-income) are probably low. Some of the respondents who left blank the line reporting such income (subsequently coded as missing data) may have meant they did not have income from those sources.
2. Bryk, A.S., Holland, P.B., Lee, V.E., & Carriedo, R. (1984). *Effective Catholic schools: An exploration.* Washington, DC: National Catholic Educational Association, p. 86.
3. Bryk et al., 1984, p. 85.
4. Bryk et al., 1984, pp. 84–85.
5. Yeager, R.J. (1984). Steps toward development. In *Elementary School Finance Manual* (p. 120). Washington, DC: National Catholic Educational Association.
6. Yeager, R.J., Wood, P.K., & Donahue, M.J. (1984). Development programs in Catholic high schools: Some initial findings. Unpublished manuscript.
7. National Education Association. (1984). *Estimate of School Statistics 1983–1984.* Washington, DC: Author, p. 6. Public figures are for elementary and secondary pupils combined.
8. Cooper, B.S. (1984, August). The changing demography of private schools: Trends and implications. *Education & Urban Society, 16,* 437.
9. Cooper, B.S., 1984, p. 439.

Chapter 10

1. Barnds, M.L. (1983, September). Parents involved in what . . . why. *Momentum.* Washington, DC: National Catholic Educational Association. *14*(3), 38–39.
2. The Canon Law Society of Great Britain and Ireland. (1983). *The code of canon law, in English translation.* London: Collins, pp. 145-146.
3. Clark, R.M. (1983). *Family life and school achievement: Why poor black children succeed or fail.* Chicago: University of Chicago Press, p. 1.
4. McDermott, T.M., & Gallagher, W.P. (1983, April). *Developing your parent organization to meet the challenge of the '80s.* Paper presented at the meeting of the National Catholic Educational Association, Washington, DC.
5. Flynn, M. (1975). *Some Catholic schools in action.* Sydney: Catholic Education Office, pp. 98–101.
6. Flynn, 1975, p. 100.

Chapter 11

1. Principals who had been in their present school for less than five years presumably asked the help of other staff in answering these questions. The general instructions distributed with the survey suggested that principals ask for such help with any information not known to them.
2. The correlation of enrollment trend (1 = decreasing, 2 = stable, 3 = increasing) with each of the items noted is as follows: family income, .25; class hours required, .18; teachers' starting salaries, .18; importance of community, .18; index of academic excellence, .17.
3. Cooper, B.S. (1984). The changing demography of private schools: Trends and implications. *Education and Urban Society, 16,* 429–442.

Chapter 12

1. For a report, see Thompson, A.D. (1982). *That they may know you. . . .* Washington, DC: National Catholic Educational Association.
2. Bryk, A.S., Holland, P.B., Lee, V.E., & Carriedo, R. (1984). *Effective Catholic schools: An exploration.* Washington, DC: National Catholic Educational Association.
3. For each of these correlated items, response correlations between each pair of these three variables are .30 or higher ($p<.0001$).
4. A 5 (school size) × 4 (governance type) × 3 (coed vs. single sex) × 4 (percentage low-income) × 6 (geographical region) analysis of variance was computed for each of the 45 evaluated areas. Main effects for region were found on 9 items. Main effects were more common for each of the other demographic factors. On the average, this five factor model accounted for 21 percent of the variance (R^2) on each of the 45 items.

Chapter 13

1. For a history of Catholic education, see Buetow, H.A. (1970). *Of singular benefit: The story of Catholic education in the U.S.* London: Macmillan.
2. Coleman, J.S., Hoffer, T., & Kilgore, S. (1982). *High school achievement: Public, Catholic, and private schools compared.* New York: Basic Books.
3. Coleman et al., 1982, p. 38.
4. Coleman et al., 1982, p. 41.
5. Greeley, A.M. (1982). *Catholic high schools and minority students.* New Brunswick, NJ: Transaction, p. 84.
6. See Conclusions chapter, Greeley, A.M., 1982.
7. Johnston, O. (1984, August 3). More Americans living in poverty, despite recovery. *Minneapolis Star and Tribune*, pp. 1A, 7A.
8. Main effects, based on analysis of variance, were found for both percent women religious teachers and percent women religious administrators. For both tests, $p<.01$.
9. F-ratio for percent low-income (4 levels) on per pupil expenditures was nonsignificant.
10. F low-income percentage (4 levels) for percent needing remedial coursework is [illegible] <.0001).
11. F low-income percentage (4 levels) on academic expectations is 7.46 ($p<.0001$), for order, F is 5.95 ($p<.001$). F's for the other six dimensions were nonsignificant.
12. Significant main effects ($p<.001$) were found for each of these five in 5 (enrollment size) × 4 (governance type) × 4 (low-income percentage) × 6 (region) × 3 (coed vs. single sex) analyses of variance. Post-hoc comparisons revealed means for high concentration schools to be significantly different from other group means on each of these five variables.
13. Significant main effects ($p<.001$) were found for each of these six in analyses of variance conducted as indicated in the previous note.

Chapter 14

1. Chi square tests for differences between the boys' and girls' schools were significant ($p<.05$) for governance type, enrollment size, and percent of families below poverty level. They were nonsignificant for region of the country and percent minority.
2. Bryk, A.S., Holland, P.B., Lee, V.E., & Carriedo, R.A. (1984). *Effective Catholic schools: An exploration.* Washington, DC: National Catholic Educational Association, p. 46.
3. Bryk et al., 1984, p. 46.
4. Bryk et al., 1984.

Chapter 15

No NOTES

Chapter 16

1. Boyer, E.L. (1983). *High school: A report on secondary education in America*. New York: Harper & Row.
2. See, for example, Rutter, M., Maughan, B., Mortimore, P., & Ouston, J. (1979). *Fifteen thousand hours: Secondary schools and their effects on children*. Cambridge, MA: Harvard University Press; and *Educational Leadership*, December, 1982.
3. Coleman, J.S., Hoffer, T., & Kilgore, S. (1982) *High school achievement: Public, Catholic, and private schools compared*. New York: Basic Books, p. 193.
4. Bryk, A.S., Holland, P.B., Lee, V.E., & Carriedo, R. (1984). *Effective Catholic schools: An exploration*. Washington, DC: National Catholic Educational Association, p. 99.
5. Bryk et al., 1984, p. 84.
6. On all 9.11 questions used in the index of school health, scores were assigned if response was in the range of 1–4 and 7–10, with + 1 or − 1 determined by the wording of the question.
7. Based on a six-factor analysis of variance, significant main effects were found for four variables:
   F region = 4.82 ($p<.0003$)
   F school type = 9.72 ($p<.0001$)
   F percent low-income = 3,03 ($p<.03$)
   F percent minority = 2.62 ($p<.03$)
8. $R^2 = 10.01$.

APPENDIX A

List of Project Consultants

PROJECT ADVISORS

Project Advisors have been active throughout the duration of the project. The four advisors were sought on the basis of their diverse professional expertise. They have greatly enhanced material developed by the Project Team. Their advice, in addition to telephone and letter, was given in several two-day meetings with the Project Team in February 1983 and January 1984.

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Consortium for the Advancement of Private Higher Education
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CRITICAL REACTORS

Critical Reactors served the project at a series of strategic points. Some reacted to proposed questions in the survey document. Six reactors who are principals actually completed a second draft of the survey and then spent a whole day relaying their reaction to the Project Team. Some critical reactors served one part of the project, while others have been active throughout the duration of the project. Twenty Critical Reactors offered suggestions to the first draft of the Phase I, Final Report entitled "The Catholic High School: A National Portrait."

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APPENDIX B Survey Instrument and National Data

Introduction

Appendix B contains a reduced size version of the original survey mailed to all U.S. Catholic high schools in September 1983. The instructions given for the completion of the survey give definitions of critical terms used throughout the instrument. The original survey was produced in 8½ × 11 inch page size with a format for the answers to questions to be recorded within the survey instrument.

In the version presented in this Appendix, the area originally prepared for answers has been deleted. In its place, in green print, are presented the national summary data based on all 910 school reports. This material should be of interest both to those who wish to make local and regional comparisons to the national scene, as well as those who will develop further research based on this project. The data used in this Appendix occasionally varies from that cited in the text. On survey items dealing with characteristics of teachers, administrators, or students, the Appendix reports per school averages. In the text, these averages are sometimes converted to national percentages in order to control for school size effects. The General Instructions given in a separate booklet are also presented here before the actual survey instrument.

For obvious reasons, the open ended questions on needs and achievements listed on the last two pages have no median answers. The questions are reproduced in this section so that the reader may have a complete copy of the original survey instrument.

Those interested in obtaining more information than is given in this Appendix are directed to follow the process outlined in Appendix D.

General Instructions

1. This survey is to be completed by or under the direction of the principal of the secondary school. **Principal** is defined as the person who carries **overall responsibility for the day to day operation of the school,** although the title of the position may vary by school (e.g., president, headmaster, superintendent).
2. Most of the answers to these survey questions will be known to the principal or available in the office files. However, any portion of the survey that could better be answered by someone else should be duplicated and passed along to that person, completed, and returned to the principal's office for entry in the survey booklet.
3. All questions which ask for the opinion of the principal or which call for a "best estimate" should be the principal's estimates even though others' opinions may be taken into account.
4. On numbers that shift from day to day (e.g., enrollment figures), answer as of September 15, 1983.
5. If you have a question about the survey, please call Dorothy Williams or Carolyn Eklin at Search Institute, (612) 870-3664.
6. Permission is granted for the principal to photocopy the completed survey before returning it to NCEA. The photocopy document will provide a useful point of comparison when the national survey results are received.

A Note About Survey Length and Content

The survey is long. It *must* be an extensive survey in order not to oversimplify the Catholic educational enterprise. Catholic secondary schools are not simple institutions, nor are they alike. In order that the National Portrait do justice to the richness and complexity of Catholic secondary education, many areas must be assessed and specific kinds of information gathered. The categories in the survey are as follows:

1. Administration
2. Faculty
3. Students
4. Academic, Co-Curricular, and Service Programs
5. Religious Education
6. Computer Use
7. School Standards
8. Facilities, Resources, and Location
9. School Climate
10. Parent Involvement
11. Development and Finances
12. Governance and External Relationships
13. Five-Year Trends
14. Needs and Achievements

In pilot tests with 50 principals, the survey has typically taken a total of three to four hours of the principal's time to complete. By carefully following the suggestions made in Hints for Survey-Takers, you will be able to complete the survey in this time frame. *We sincerely appreciate the gift of your time to this important endeavor.*

Hints for Survey-Takers

1. You will be able to minimize the amount of time it takes to complete the survey by doing the following things:
    - *Take an hour now* to read through the survey, You will note that you can answer many questions without referring to school records or computing numbers. You will find some questions that require calculations, records, or the input of another school official. In the margins, write the name of the person who can supply the needed information. For example, you may find that the school registrar could answer many of the questions in the Student Section, and a business manager could answer much of the Development and Finance Section.
    - Duplicate and distribute the survey pages (and relevant parts of the instruction manual) to those who will help with the survey. Ask them to return their completed sections to your office.
    - Transfer the information from the duplicated pages into the survey form.
    - On questions for which your school has no records, you might gather the information by adding a question or two to your beginning-of-year student and faculty forms.
2. However much you assign to others, fill in all opinion and estimate sections yourself.
3. Try to do Section 14 (Needs and Achievements) when you are not rushed.

4. On questions which ask for numbers or figures, depend on school records as much as possible. If no such records exist and if the information cannot be readily gathered, give your best estimate.
5. As you work through the survey, keep this instruction manual open to the section titled, "Definitions and Explanations." This section gives information useful for answering those survey questions which are preceded by an asterisk (*).
6. Some questions in the survey ask for information about ninth through twelfth grade students. If your school does not have a ninth grade, answer in terms of your tenth through twelfth grade students.

Definitions and Explanations

General Terms

Principal The principal is defined as the person who carries overall responsibility for the day to day operation of the school (although the title used in your school may be headmaster, superintendent, or president).

High School High School refers to the ninth through twelfth grades (or tenth through twelfth if your school has no ninth grade). Answer all questions without reference to any grade below ninth except in the few cases where inquiry is specifically made about lower grades.

Class of 1983 Class of 1983 refers to those students who graduated from high school in 1983.

The following numbered paragraphs refer to questions bearing an asterisk in the accompanying survey. The item's first number indicates the section; the second number indicates its sequence within that section. Explanatory material is listed in the order in which the questions occur in the survey.

1. Administration

1.1 **Diocesan**—administration is under the control of the Diocesan Office of Education
Parochial—administration of the school is the responsibility of a single parish
Inter-parochial—administration of the school is shared by two or more parishes
Private—administration of the school is the responsibility of a religious community or a private corporation

1.6 Define the single position in your high school that has the most overall responsibility for the school (this may be a president, headmaster, superintendent, or principal). Then count the number of persons who have held this position during the past ten years.

1.9 Persons holding the following assignments should be included in figuring the number of your school's administrative staff. Include only those who spend half time or more in one of these assignments:

Academic Dean, Admissions Director, Assistant Principal, Athletic Director, Business Manager, Dean of Students, Development Director, Principal, Public Relations Director, Superintendent, Vice Principal

Do not include as administrative personnel any of the following unless they also occupy one of the positions listed above:

Chaplain, Guidance Counselor, Director of Religious Formation

1.10 The following list may aid you in defining what to include in each of the categories:

American Indian or Alaskan Native
Asian or Pacific Islander (includes: Chinese, Japanese, Filipino, Korean, Laotian, Vietnamese, Asian Indian, or other Asian)
Black, not of Hispanic origin
Hispanic or Spanish or Latin American origin
White, not of Hispanic origin

1.14 Comprehensive self-study is understood to mean a study involving information collected from five or more school sources and resulting in a final written report.

1.24 Do not count lunch period. Convert to minutes: 6 hours and 20 minutes would be written as 380 minutes.

1.26 To compute clock hours for an instructional area, multiply together these four figures:

[The number of required units (e.g., semesters, quarters) in an instructional area] × [the number of weeks of classes in each unit] × [the number of minutes in a standard class period] × [the number of class periods a required course has each week]. Then divide this product by 60. Round to the next highest whole number.

Example: A school requires 8 semesters of religion. Each semester has 15 weeks, and classes meet 3 times a week for 45 minutes each period.

8 × 15 × 3× 45 = 16,200. Dividing by 60 minutes = 270 clock hours. Write 270 in the space next to Religion.

2. Teachers

2.1 Part-time teachers include administrators or other staff persons who teach as *part* of their overall school assignment. For example, if the principal teaches one or two courses, he or she would be counted as a part-time teacher. Do not include as part-time faculty persons who supervise co-curricular activities such as clubs or sports if they have no classroom instruction assignment.

2.2 For more detail on each of these categories, see the explanation for question 1.10.

2.8 The Full-Time Equivalent (FTE) figure is customarily given in decimals to express the proportion of a full-time teaching load a teacher is handling. If a normal teaching load is five periods a day and a part-time person teaches two periods a day, the FTE would be .4 for that person. If three persons divide equally one full-time teaching load, the FTE for each would be .33, and those three together would sum to a FTE of 1.

2.10 Certifiable means a person who meets all the requirements for certification in your state but who is not certified.

3. Students

3.4 If your school does not have ninth grade, fill in "0" in the 9th grade spaces for this question, and also questions 3.5, 3.6, 3.7, and 3.9.

3.8 Check "very accurate" if the figures are based on actual, objective data such as school records. Check "quite accurate" if the figures are based in part on objective data. Otherwise, check "reasonable estimate" or "rough estimate" depending on your level of confidence in the figure.

3.17 Include students who received aid directly from the sponsoring parish, diocese, or religious order. Aid includes tuition reduction, scholarships, grants, and work study programs.

3.22 If your school does not have ninth grade, answer for your tenth grade students.

3.23 By knowing students' ZIP codes, the project team will be able to use 1980 census data to help describe the demographic characteristics of the student body.

3.26
3.28
3.30 **See explanation provided for question 3.8.**
3.32
3.34

4. Academic and Co-Curricular Programs

4.3 If the service or program does not apply to your school (e.g., program for expectant mothers does not apply to an all-boys' school), mark "no."

4.10 If the activity can be taken for credit (e.g., yearbook or newspaper), still mark "yes." If a varsity athletic team is co-ed (e.g., volleyball), mark "yes" for both boys and girls. If an activity does not apply to your school (e.g., girls' basketball in an all-boys' school), mark "no."

7. School Standards

7.2 If your school does not have a ninth grade, give the number that applied for tenth grade.

7.18 If the behavior usually leads to some other kind of disciplinary action other than expulsion or suspension, or if no disciplinary action is the norm, check the column labeled "student usually not expelled or suspended."

8. Facilities, Resources, and Locations

8.1 If your school was formed as the result of a merger of two or more schools founded at different times, give the earlier date. If there was a period of time in which your school was closed, then re-opened, give the earlier date.

8.7 If you have no current figure, get in touch with someone from your school's constituency who deals with real estate and who knows your location and facilities. Ask that person for an estimated market value. Include in the estimate only those buildings and grounds used by the high school. Do not include in the estimate a parish church which shares the school's grounds even though the church may sometimes be used by the high school.

8.22 Include equipment to which your school has continuous, free access although the school itself may not own it.

8.24 If your school is within the boundaries of a city, include the surrounding suburbs in figuring size.

8.29 This information can usually be acquired by phoning the central office of the local public school district or the clerk of the local board of elections.

9. School Climate

9.2
9.3
9.4 A major *dramatic* event is considered to be a play, musical, dance presentation or other production presented by the student body and open to public attendance, for which admission is charged. A major *music* concert is considered to be a musical event, whether choral, instrumental, or a combination, which is presented by students and open to public attendance. A major *sports* event is considered to be any interscholastic contest involving one of your own school's traditionally best-attended sports. It is assumed that the identity of the best-attended sport will vary by region and by school.

10. Parent Involvement

10.1 Count organizations through which parents are given opportunity both to learn about school life and policy and advise teachers and administrators on policy issues. PTA would be an example. Do not count booster clubs or organizations whose major function is to raise money for the school.

11. Development and Finances

11.2 *Contributed Services:* The difference between the actual wages paid to religious (including personal expenses paid on their behalf) and the salaries paid lay personnel in identical employment at your school. The value of these services contributed should be reflected as income and included among expenses (either by charging total salary evaluations to the appropriate salary accounts or by adding one total amount).

Contributed Services should be computed as follows:

Valuation of Religious Personnel (at lay salary scale) $________
Less: Direct wages paid religious . . . . ________
Less: Expenses paid on their behalf . . . . ________
(Net) Contributed services valuation (question 11.2) ________

11.3 *Subsidy:* Diocese? parish? religious community?

11.4 *Fund-raising:* Also includes bingo, bake sales, and other similar events.

11.5 *Auxiliary Services:* Incomes and expenses from auxiliary services should be netted, a net gain providing an additional source of revenue, while a net loss is an additional expense. Otherwise, gross revenue would be misleading, and total expense would distort educational expenses, per pupil costs, etc. The usual auxiliary services are cafeterias, bookstores, bussing, dormitories, summer camps. A net gain should be shown in question 11.5. A net loss should be included in question 11.16 with "All Other Operating Expenses."

11.9 *All Other Income:* This is a catch-all category which often includes items such as rental income and athletic receipts. Any support of a fund-raising nature should be included in question 11.4.

11.11-11.17 Do not include school debt retirement provisions, funds raised for capital improvements, or major capital expenditures in these operating figures.

11.13 *Contributed Services:* As indicated, the appropriate cost of salaries for religious personnel can be booked either by charging the salary accounts with total salary evaluations (included in question 11.12), or by adding one total amount (question 11.13) which is equal to the income shown in question 11.2. Contributed Services does **not** include calculated discrepancy between public school teacher salaries and your school's lay teacher salaries.

11.16 *All Other Operating Expenses:* All of the remaining operating expenses, e.g., books, instructional equipment, maintenance supplies and repairs, utilities, office supplies, insurance, etc. If there is a net loss on an auxiliary service (e.g., the book store), the loss should be included here.

12. Governance and External Relationships

12.1 The term school board is used to imply advisory functions as well as policy-making and control.

12.2 If you have more than one advisory or policy-making board, answer for the one with the greatest influence on school policy.

12.5 In this instance laity is used in the narrower sense of persons who are neither priests nor religious.

14. Needs and Achievements

14.49 Note the permission statement at the bottom of the page. If you choose *not* to sign, it is still important for you to answer questions 14.49-14.51. The information you provide will still be used, but in a way that keeps your school anonymous. Your responses would be merged with responses from other schools to give an overall count of the kinds of significant programs available in Catholic high schools.

Confidentiality Statement

The data entered on your survey form are intended to be used only for the good of the Catholic educational enterprise in the United States. Responses to the questionnaire will be combined with those of other schools and reported as group data. It is likely that, in addition to the study of all schools together, some study will be given to comparisons of schools by type, size or region of the country.

Neither NCEA nor Search Institute will release any information on individual schools to any person or office within the Catholic school world or outside it without the expressed permission of the principal of the school.

In Section 14 of the survey you are asked to record some of the significant achievements of the school. On page 56 you are asked to give your permission to have that information (and only that information) shared with other schools so that your successes might become a resource to other schools. If you choose not to sign, the information you provide on significant achievements will remain, like the rest of the survey information, strictly confidential.

1 Administration

***1.1** What type of high school is this? *(Check one box)*

	Percent
Diocesan	39.4
Parochial	13.4
Inter-parochial	6.5
Private	40.8

1.2 Is this high school owned or operated by a religious order? *(Check one box)* % **Yes: 50.2**

(IF YES) Please name the order: ______

1.3 **(IF YES)** Is the high school's chief administrator a member of the order named above? *(Check one box)* % **Yes: 81.5**

1.4 Schools vary in the titles given to staff persons who carry major administrative responsibility. For each of the following, indicate whether or not your high school staff includes someone with this title. *(Check one box for **each** title)*

	% Yes	% No
Headmaster	5.5	94.5
President	11.6	88.4
Principal	94.5	5.5
Superintendent	12.6	87.4

NOTE: Many of the questions in this survey refer to the Principal. "Principal" is the term adopted to designate the person who carries overall responsibility for the day to day operation of the school. In your school, another title may be given to this person (e.g., Headmaster, President). In answering questions about the Principal, answer in terms of the person who carries overall day to day responsibility (whether or not that person is actually called "Principal").

1.5 Which of these terms best describes the principal? *(Check one box)*

	Percent
Catholic layman	22.7
Catholic laywoman	2.9
Non-Catholic layman	0.9
Non-Catholic laywoman	0.1
Priest, diocesan	9.3
Priest, religious	11.7
Religious man	12.7
Religious woman	39.7

***1.6** Counting the current principal as one, in the past ten years how many principals has the school had? **Mean = 2.66**

1.7 What is the principal's educational level? *(Check one box)*

	Percent
Doctorate	5.9
Educational Specialist	4.2
Licentiate	0.7
M.A. or M.S. + 30 credits	50.5
M.A. or M.S.	36.3
B.A. or B.S. + 15 credits	2.4
B.A. or B.S.	0.1
Less than B.A. or B.S.	0.0

1.8 How long has the principal served as principal at this school? *(Check one box)*

	Percent
Less than a year	15.0
1 - 2 years	16.2
2+ - 5 years	35.4
5+ - 10 years	24.2
10+ - 15 years	6.9
More than 15 years	2.3

***1.9** What is the total number of people who **serve at least half-time in administrative activity** in your high school? **Mean = 4.0**

***1.10** Of the number of administrators given for question 1.9, how many fall into *each* of these categories? *(If none, write "0")*

	Average percent per school
American Indian	0.0
Asian	0.3
Black	0.9
Hispanic	1.6
White	97.3

1.11 Of the number of administrators given for question 1.9, how many fall into *each* of these categories? *(If none, write "0")*

	Average percent per school
Catholic layman	32.5
Catholic laywoman	12.4
Non-Catholic layman	3.2
Non-Catholic laywoman	1.7
Priest, diocesan	5.3
Priest, religious	5.9
Religious man	8.1
Religious woman	31.0

1.12 Of the number of administrators given in question 1.9, how many belong to *each* of the following age categories? *(If none, write "0")*

	Average percent per school
Under 25	0.8
25 - 34	17.5
35 - 44	40.3
45 - 54	25.8
55 - 64	11.6
65 and older	3.9

***See instruction manual for additional information on all questions marked with an asterisk (*).**

1.13 Of the numbe ministrators given in question 1.9, how many are at *each* of the following educational levels? *(If none, write "0")*

	Average percent per school
Doctorate	2.8
Educational Specialist	2.1
Licentiate	0.7
M.A. or M.S. + 30 credits	30.9
M.A. or M.S.	42.2
B.A. or B.S. + 15 credits	10.0
B.A. or B.S.	8.6
Less than B.A. or B.S.	2.5

***1.14** To the best of your knowledge, when did the most recent comprehensive school self-study occur? *(Check one box)*

	Percent
Self-study never conducted	7.4
1982 - 83	22.2
1981 - 82	14.2
1980 - 81	16.9
1975 - 79	32.6
1970 - 74	5.6
Before 1970	1.1

IF NEVER CONDUCTED, SKIP TO ITEM 1.17.

1.15 Was assistance for the self-study (e.g., staff consultation, evaluative instruments) arranged through or obtained from NCEA? *(Check one box)* % Yes: 7.9

1.16 Was the assistance of one or more professional evaluators from outside the school constituency or staff secured in connection with the self-study? *(Check one box)* % Yes: 82.8

1.17 Is your school accredited by a regional agency or commission? *(Check one box)* % Yes: 85.7

1.18 **(IF YES)** What is the name of the accrediting agency?

____

1.19 How often is the principal's work formally evaluated? *(Check one box)*

	Percent
Once a year or more	50.7
Every other year	7.2
Every third year	14.9
Less often than every third year	11.3
Never	16.0

1.20 What percent of your twelfth grade students were enrolled in each of the following types of programs in 1982-83? *(Place a figure in **each** space. If none, write "0")*

NOTE: Percents given in these categories should sum to 100.

	Average percent per school
Business	7.7
College Preparatory	79.8
General	9.8
Vocational-Technical	2.1
Other	0.5

(If "other," please specify:) ______________________

	Means
1.21 How many standard class periods are there in a school day?	7.3
1.22 How many periods per day are considered to be the normal full-time teaching load?	5.3
1.23 How many minutes long are your standard high school class periods?	46.1
***1.24** How many minutes long is your school day?	360.5
1.25 How many student instructional hours are there in your academic year? (In most cases, this number will be larger than 1000)	1089.8

***1.26** For each of the following areas, indicate the minimum number of **clock hours** of instruction required by your high school for graduation. The survey instruction manual describes how to convert requirements to clock hours. *(If your high school has no requirements in an area, write "0")*

	Minimum Clock Hours Required: Means
Computer Science	15.3
English	546.0
Fine Arts	52.8
Foreign Language	155.8
History/Social Sciences	365.3
Mathematics	301.9
Religion	428.5
Science	252.9

1.27 How often are meetings of the whole professional staff (administrators and teachers) scheduled? *(Check one box)*

	Percent
At least once a week	7.9
2 - 3 times a month	15.4
Once a month	59.2
5 - 6 times a year	12.6
3 - 4 times a year	4.6
1 - 2 times a year	0.3
Never	0.0

1.28 Is your school organized according to curricular departments? *(Check one box)* % **Yes: 93.9**

1.29 **(IF YES)** How many curricular departments does your school have? **Mean** = 9.3

1.30 Do you have a student council or other representative body elected by students? *(Check one box)* % **Yes: 98.5**

1.31 In which of the following areas is student participation usually sought? *(For **each** area, check one box)*

	% Yes
Evaluating teachers	27.7
Handling disciplinary infractions	17.6
Planning religious celebrations	98.7
Planning school social events	99.4
Planning student assemblies	93.8
Recruiting new students	84.0
Starting new school organizations (hobby clubs, etc.)	93.9
Selecting new faculty	1.1
Setting or revising curriculum	37.1
Setting policy on disciplinary matters	36.9
Working on alumni affairs	44.5

	% Yes
1.32 Is your school a member of the National Association of Student Councils (NASC)? *(Check one box)*	51.1
1.33 Is your school a member of the National Association of Independent Schools (NAIS)? *(Check one box)*	12.1
1.34 Is your school a member of the National Catholic Educational Association (NCEA)? *(Check one box)*	94.1
1.35 Is the principal a member of the National Association of Secondary School Principals (NASSP)? *(Check one box)*	73.1
1.36 Is the principal a member of your state Association of Secondary School Principals? *(Check one box)*	53.3
1.37 Is the principal or other administrator a member of the Association for Supervision and Curriculum Development (ASCD)? *(Check one box)*	63.5

1.38 Listed below are 14 educational goals. First read the entire list. Then choose the seven goals that are most important to the principal, and rank order these seven, placing a "1" next to the goal that is most important to the principal, a "2" next to the goal that is second most important, and continuing until you have placed a "7" next to the seventh most important goal. *(Leave the other seven spaces blank)*

Goals	Rank Based on Average of Ranks
Building community among faculty, students, and parents	1
Developing aesthetic appreciation	13.5
Developing high moral standards and citizenship	3
Developing individual responsibility for the management of one's own learning program	8
Encouraging student understanding, acceptance, and participation in the Catholic Church	4
Fostering spiritual development	2
Preparing students for college	5.5
Preparing students for the labor market	13.5
Promoting critical thinking skills	5.5
Promoting understanding of and commitment to justice	9.5
Promoting understanding of and commitment to peace	12
Teaching basic skills in writing, reading, and mathematics	7
Teaching life skills (skills needed for surviving in a complex world—interpersonal skills, personal finance, job hunting skills, etc.)	11
Teaching students how to get along with others	9.5

2 Teachers

For questions 2.1-2.7 you are asked to describe the full-time and part-time teachers who teach in your high school.

	Full-Time Teachers	Part-Time Teachers
***2.1** How many persons does your high school have in each of these two categories?	**Mean** = 30.5	**Mean** = 5.5

***2.2** How many of the persons counted in question 2.1 fall into each of these categories? *(If none, write "0")*

	Average percent per school	
American Indian	0.1	0.0
Asian	0.7	0.5
Black	1.7	1.5
Hispanic	3.1	3.1
White	94.3	94.8

2.3 How many of the persons counted in question 2.1 fall into each of these categories? *(If none, write "0")*

	Average percent per school	
Catholic layman	28.7	16.1
Catholic laywoman	31.7	29.7
Non-Catholic layman	6.6	4.9
Non-Catholic laywoman	9.9	10.5
Priest, diocesan	1.8	7.3
Priest, religious	2.8	6.0
Religious man	3.3	5.3
Religious woman	15.2	20.2

***See instruction manual for additional information on all questions marked with an asterisk (*).**

2.4 How many of the persons counted in question 2.1 belong to each of the following groups? *(If none, write "0")*

	Full-Time Teachers	Part-Time Teachers
	% of Hispanic Teachers	
Cuban, Cubano	20.2	16.0
Mexican, Mexican-American, Chicano	27.4	33.3
Puerto Rican, Puertorriqueno, or Boricua	12.3	11.4
Other Latin American, Latino, Hispanic, or Spanish descent	40.1	39.3

2.5 How many persons counted in question 2.1 belong to each of the following age categories? *(If none, write "0")*

	Average percent per school	
Under 25	7.4	5.8
25 - 34	35.9	26.6
35 - 44	30.5	29.2
45 - 54	15.7	16.3
55 - 64	7.8	10.3
65 and older	2.7	11.8

2.6 How many of the persons counted in question 2.1 are at each of these educational levels? *(If none, write "0")*

	Average percent per school	
Doctorate	1.3	2.7
Educational Specialist	0.4	1.0
Licentiate	0.4	0.9
M.A. or M.S. + 30 credits	11.1	14.4
M.A. or M.S.	37.1	33.3
B.A. or B.S. + 15 credits	18.6	15.7
B.A. or B.S.	30.2	28.7
Less than B.A. or B.S.	0.9	3.2

2.7 How many of the persons counted in question 2.1 have had public high school teaching experience? *(If none, write "0")*

	Average percent per school	
	26.7%	24.1%

NOTE: Please double check to be sure that the numbers in each column for questions 2.2, 2.3, 2.5, and 2.6 sum to the total number of full-time or part-time teachers indicated in question 2.1.

***2.8** How many full-time teaching equivalents (FTE's) are represented by your part-time teachers? *(Round to the nearest tenth, e.g., 3.9)* Mean = 2.0

2.9 In your school, is merit a factor in establishing teachers' compensation? *(Check one box)* % Yes: 7.2

***2.10** How many of your full-time teachers are certified or certifiable by a state education agency? *(If none, write "0")* % Yes: 87.9

		Means
2.11	How many minutes of preparation time does your schedule provide for teachers during the school day? *(If none, write "0")*	49.3
2.12	How many minutes before the opening of school are teachers required to arrive? *(If none, write "0")*	16.8
2.13	How many minutes after the close of the school day are teachers required to be available if a need arises? *(If none, write "0")*	23.5

2.14 Approximately how many hours per month do you expect the average teacher to spend, without remuneration, in such activities as attending parent meetings, chaperoning school functions, selling tickets, advising student clubs, etc.? *(Check one box)*

	Percent
0 - 5 hours	66.1
6 - 10 hours	26.1
11 - 20 hours	7.0
21 - 30 hours	0.3
Over 30 hours	0.5

2.15 Does your school provide in-service training for teachers? *(Check one box)* % Yes: 89.1

2.16 Are teachers given time off for in-service training? *(Check one box)* % Yes: 83.9

2.17 Are teachers paid their regular salary during absence from school for in-service training? *(Check one box)* % Yes: 85.9

2.18 How many days per year are allotted to full-time teachers for in-service staff development activities? *(If none, write "0")* Mean = 3.3

Questions 2.19 to 2.23 refer to compensation for teachers. *(For each question, check one box.)*

2.19 Are priests paid on the same salary schedule as lay teachers? % Yes: 9.7

2.20 Are religious men and women paid on the same salary schedule as lay teachers? % Yes: 12.0

2.21 Do all priests teaching full-time in your high school receive the same compensation regardless of education or experience? % Yes: 33.3

2.22 Do all women religious teaching full-time in your high school receive the same compensation regardless of education and experience? % Yes: 65.1

2.23 Do all men religious teaching full-time in your high school receive the same compensation regardless of education and experience? %Yes: 28.2

	Per school averages
2.24 What is the average annual compensation (total of salary, benefits, housing, and stipends) paid to priests who teach full-time in your high school? *(If question does not apply, write "DNA")*	$ 11,000
2.25 What is the average annual compensation (total of salary, benefits, housing, and stipends) paid to women religious who teach full-time in your high school? *(If question does not apply, write "DNA")*	$ 9,772
2.26 What is the average annual compensation (total of salary, benefits, housing, and stipends) paid to men religious who teach full-time in your high school? *(If question does not apply, write "DNA")*	$ 11,334
2.27 What is the 1983-84 average dollar amount of the benefit package (e.g., pension, medical insurance, life insurance, major medical) for full-time lay teachers?	$ 1,794

2.28 Does your school have an official salary schedule related to levels of education and years of experience by which lay teachers' salaries are determined? *(Check one box)* % Yes: 93.2

	Per school averages
2.29 **(IF YES)** What is the scheduled salary paid to a beginning lay teacher with a B.A.? *(Excluding benefits)*	$ 11,121
2.30 **(IF YES)** What is the highest salary on the schedule for a lay teacher with a B.A.? *(Excluding benefits)*	$ 17,448
2.31 **(IF YES)** What is the highest salary on the schedule for a lay teacher with a M.A.? *(Excluding benefits)*	$ 20,105

2.32 Are some or all of your teachers represented during contract negotiations by some negotiating group? *(Check one box)* % Yes: 31.9

2.33 **(IF YES)** Estimate the percent of full-time high school teachers in your school who are represented during contract negotiations by some negotiating group? *(If none, write "0")* Mean = 31.2%

2.34 **(IF YES)** What percent of your full-time high school teachers are represented by each of the following? *(If none for a group, write "0")*

	Average percent per school
American Federation of Teachers	1.3
Diocesan or district group	10.1
National Association of Catholic School Teachers	4.4
National Education Association	1.4
Other local group	12.6
Other national group	0.7

(If "other national group," please specify) ____________________

2.35 Does your school now have a formal procedure for evaluating teachers? *(Check one box)* %Yes: 91.6

2.36 How often do new teachers (three years or less in your high school) receive a formal evaluation? *(Check one box)*

	Percent
Two times a year or more	72.9
Once a year	23.7
Once every two years	0.5
Once every three years	0.3
Less than once every three years, or never	2.6

2.37 In evaluating high school teachers, to what extent does the school depend on input from students and parents? *(For **each**, check one box)*

	A Great Deal	Some	A Little	Not at All
Student input	4.3%	36.1%	36.3%	23.3%
Parent input	2.3%	26.9%	40.6%	30.2%

2.38 Is tenure available to teachers in your school? *(Check one box)* % Yes: 27.7

2.39 **(IF YES)** After how many years of teaching in your high school is a teacher eligible for tenure? Mean = 2.98

2.40 How many of your full-time high school teachers have been on the staff of your high school for the following lengths of time? *(Place a number in **each** space. If none, write "0")*

	Average percent per school
Less than a year	12.9
1 - 2 years	16.5
3 - 5 years	27.0
6 - 10 years	21.9
11 - 15 years	11.9
16 - 20 years	6.0
21 - 30 years	3.2
31 - 40 years	0.6
41+ years	0.1

2.41 Which of the following are usually involved in interviewing an applicant for a teaching position? *(Check one box for* ***each*** *person or group listed)*

	% Yes	% No	% Does Not Apply
Department head	80.3	15.1	4.6
Member(s) of board	6.9	73.5	19.6
Member(s) of diocesan or religious order administration	15.5	68.6	15.9
Member(s) of school administration	97.6	1.9	0.5
Other teachers	19.4	77.0	3.6
Parents	0.9	94.3	4.9
Parish pastor(s)	6.8	66.2	27.0
Students	1.6	94.0	4.4
Other	1.9	82.4	15.7

3 Students

3.1 What grades are included in your school? *(Check one box)*

	Percent
8 - 12	2.2
9 - 12	84.9
10 - 12	0.2
Pre K - 12 or K - 12	3.1
1 - 12	0.6
7 - 12	7.5
Other	1.3

(If "other," please specify.) __________

3.2 How many students are enrolled in grades K - 6? *(If none, write "0")* Mean = 13.4

3.3 How many students are enrolled in grades 7 and 8? *(If none, write "0")* Mean = 17.0

Questions 3.4 - 3.7 are about the ninth through twelfth grade students in your high school. Please fill in all blanks.

	9th	10th	Means 11th	12th	Total
***3.4** How many students were enrolled in each of these four grades as of September 15, 1983? *(If none, write "0")*	154	143	137	134	568
3.5 How many of the students indicated in question 3.4 are female? *(If none, write "0")*	79	74	71	70	294

3.6 How many of the students indicated in question 3.4 fall into these two categories? *(If none for the category, write "0")*

Average percent per school	9th	10th	11th	12th	Total
Catholic	87.0	87.1	87.8	88.7	87.5
Non-Catholic	13.0	12.9	12.2	11.3	12.5

3.7 How many of the students indicated in question 3.4 fall into each of these categories? *(If none for the category, write "0")*

Average percent per school	9th	10th	11th	12th
American Indian or Alaskan Native	0.6	0.5	0.5	0.5
Asian or Pacific Islander (includes: Chinese, Japanese, Filipino, Korean, Laotian, Vietnamese, Asian Indian, or other Asian)	2.4	2.4	2.2	2.2
Black, not of Hispanic origin	8.1	7.8	7.3	7.2
Hispanic or Spanish or Latin American origin	8.5	8.3	8.4	8.0
White, not of Hispanic origin	80.4	80.9	81.6	82.2

***3.8** Are the figures you gave in questions 3.6 and 3.7 estimates or accurate figures? *(Check one box)*

	Percent
Figures are rough estimates	3.9
Figures are reasonable estimates	15.6
Figures are quite accurate	37.4
Figures are very accurate	43.1

***3.9** Of your students of Hispanic/Spanish/Latin American origin, how many belong to each of the following groups? *(If none for the category, write "0")*

	Percent Total Hispanic
Cuban, Cubano	8.4
Mexican, Mexican American, Chicano	31.9
Puerto Rican, Puertorriqueno, or Boricua	17.6
Other Latin American, Latino, Hispanic, or Spanish descent	42.0

3.10 How many of your high school students would you estimate speak a language other than English at home? *(If none, write "0")* Mean = 7.2

3.11 Which of the following criteria does your high school use to classify students as handicapped? *(For* ***each****, check one box)*

	% Yes	% No
Standard tests for evaluating handicaps	47.9	52.1
Federal guidelines	35.2	64.8
State guidelines	44.5	55.5
Judgments and observations of school counselors and teachers	84.6	15.4

3.12 How many students in your high school are classified as handicapped? See question 3.13 for categories of handicapped. *(If none, write "0")* Mean = 5.2

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*See instruction manual for additional information on all questions marked with an asterisk (*).

3.13 How does your high school usually accommodate the following types of handicapped students? *(For **each** type, check*

	% Attend regular classes only	% Attend some special and some regular classes	% Attend special classes only	% No students with this type of handicap in high school
Multiple handicapped	4.8	2.4	0.2	92.6
Trainable mentally retarded	0.2	1.8	0.2	97.8
Educable mentally retarded	2.5	5.1	0.7	91.7
Deaf or hearing impaired	36.7	4.9	0.1	58.3
Deaf and blind	4.2	1.9	0.0	93.9
Speech impaired	23.9	8.6	0.1	67.5
Blind or visually impaired (Non-correctable)	16.9	3.1	0.1	79.9
Emotionally disturbed	20.4	5.9	0.1	73.6
Orthopedically impaired	30.0	2.9	0.0	67.1
Other health impaired	35.6	4.4	0.0	60.0
Specific learning disabilities	25.6	26.8	0.6	47.1

3.14 How many of your high school students live on campus or in housing provided by the school? *(If none, write "0")* Mean = 3.8

3.15 What percent of your high school students would you estimate live in a single parent family? *(Check one box)*

Percent	Average percent per school
0 - 10	28.2
11 - 20	37.9
21 - 30	18.5
31 - 40	7.2
41 - 50	3.7
51 - 60	1.4
Over 60	3.1

3.16 In 1982-83, what was your average daily high school student attendance? *(Give figure as percent of your 1982-83 high school enrollment)* Mean = 94.9%

***3.17** What percent of your students in grades 9 through 12 received financial aid from your school in 1982-83? Mean = 12.6%

3.18 Which of the following criteria does your school employ in awarding financial aid, in whole or in part? *(Check one box for **each**)*

	% Yes	% No
Academic record or promise	49.3	50.7
Athletic record or promise	3.7	96.3
Financial need	95.5	4.5
Racial or ethnic origin	12.1	87.9
Vocational intention	2.0	98.0

3.19 Of the following criteria, which is most dominant in awarding your school's financial aid funds? *(Check one box)*

	Percent
Academic record or promise	7.0
Athletic record or promise	0.8
Financial need	91.5
Racial or ethnic origin	0.2
Vocational intention	0.5

3.20 What was the total amount of financial aid, including scholarships, tuition reductions, grants, and work-study, awarded in 1982-83 by your school to high school students? Mean = $36,917

3.21 Over the last three years, how many of your graduating seniors were National Merit Scholarship Finalists or Semi-Finalists? *(If none, write "0")*

Average Percent of Students per School
1.4

***3.22** Of your present ninth graders, please estimate what percent come from each of the types of institutions listed below. *(The percents should sum to 100. If 0 percent, write "0")*

	Average percent per school
Catholic schools	77.9
Public schools	19.2
Non-Catholic private schools	2.7
Other	0.1

(If "other," please specify.) ________________

***3.23** What are the residential ZIP codes of your high school students? Please list below each ZIP code in which five percent or more of your high school students live. Next to each ZIP code listed, write the percent of your high school students who live there.

ZIP code in which 5% or more of high school students live	Percent of high school students who live in this ZIP code

An estimate of the economic level of the families from which Catholic high school students (grades 9-12) come is an important element in this research project. Please use data from school records whenever possible. If no records exist, make as accurate an estimate as possible.

The 1982 federal poverty level for a family of four was set at a gross income of $9,300; those with incomes below that figure were considered to be living in poverty. Below are given some other income figures for families of different sizes.

The 1982 poverty level for different family sizes was as follows:

family of two	$ 6,220
family of three	7,760
family of four	9,300
family of five	10,840
family of six	12,380

For each additional person, add $1,540.

3.24 What percent of your high school students come from families with incomes below the federal poverty level? *(Check one box)*

Percent	Average percent per school
0	17.9
1 - 10	63.4
11 - 20	10.1
21 - 30	3.5
31 - 40	1.9
41 - 50	1.0
51 - 60	0.5
61 - 70	0.7
71 - 80	0.5
81 - 90	0.6
91 - 100	0.1

3.25 What percent of your high school students come from families with each of the following gross annual incomes? *(Percents should sum to 100. If none in the category, write "0")*

	Average percent per school
Under $10,000	6.8
$10,001 - $20,000	24.5
$20,001 - $30,000	33.8
$30,001 - $50,000	24.6
$50,001 - $100,000	8.4
Over $100,000	1.9

***3.26** Are the percents you gave for questions 3.24 and 3.25 estimates or accurate figures? *(Check one box)*

	Percent
Figures are rough estimates	45.6
Figures are reasonable estimates	44.8
Figures are quite accurate	9.4
Figures are very accurate	0.2

3.27 What percent of your high school students come from families that live in the following kinds of housing? *(Place a number in each space. If none, write "0")*

	Average percent per school
Owner-occupied house, condominium or townhouse	74.4
Single or duplex rental	14.5
Multiple unit rental	9.9
Other	1.1

***3.28** Are the percents you gave for question 3.27 estimates or accurate figures? *(Check one box)*

	Percent
Figures are rough estimates	49.8
Figures are reasonable estimates	38.5
Figures are quite accurate	9.9
Figures are very accurate	1.9

3.29 What percent of your high school students come from families that live in low-income, government subsidized rental unit housing?

Per School Mean = 3.2%

***3.30** Is the percent you gave in question 3.29 an estimate or an accurate figure? *(Check one box)*

	Percent
Figure is rough estimate	37.6
Figure is reasonable estimate	30.0
Figure is quite accurate	19.3
Figure is very accurate	13.1

3.31 What percent of your high school students come from families where no parent or parent surrogate has graduated from college? *(Check one box)*

Percent	Average percent per school
0 - 10	15.2
11 - 20	19.4
21 - 30	17.2
31 - 40	12.1
41 - 50	12.0
51 - 70	14.1
Over 70	10.0

***3.32** Is the percent you gave for question 3.31 an estimate or an accurate figure? *(Check one box)*

	Percent
Figures are rough estimates	35.7
Figures are reasonable estimates	40.2
Figures are quite accurate	17.9
Figures are very accurate	6.3

3.33 What percent of your high school students come from families that receive Aid to Families with Dependent Children (AFDC)? *(Check one box)*

Percent	Average percent per school
0	29.2
1 - 10	62.9
11 - 20	5.2
21 - 30	1.4
31 - 40	0.5
41 - 50	0.5
51 - 70	0.3
Over 70	0.0

***3.34** Is the percent you gave for question 3.33 an estimate or an accurate figure? *(Check one box)*

	Percent
Figures are rough estimates	35.1
Figures are reasonable estimates	33.0
Figures are quite accurate	20.1
Figures are very accurate	11.8

3.35 The federal government provides funding for free or reduced-cost **lunch** and free or reduced-cost **milk**. For **each program**, check one box to represent the percent of high school students who benefit from the program. *(If your school does not have this program, check 0%)*

Percent	% Free or Reduced-cost Lunch	% Free or Reduced-cost Milk
0	70.5	76.0
1 - 10	16.4	12.7
11 - 20	6.3	4.3
21 - 30	2.6	1.8
31 - 40	1.6	0.9
41 - 50	0.5	0.6
51 - 70	1.0	1.1
Over 70	1.1	2.6

3.36 Upon graduation, approximately what percent of the class of 1983 entered each of the following? *(Give as accurate an estimate as possible. If none for the category, write "0")*

	Average percent per school
Catholic four-year college	15.7
Catholic seminary	0.6
Full-time work	10.5
Military service	1.9
Non-Catholic private four-year college	12.3
Post-secondary vocational or technical school	5.3
Publicly supported four-year college or university	36.1
Two-year college	14.4

4 Academic and Co-curricular Programs

4.1 Listed below is a series of instructional courses. The list is selective; it is assumed that your school offers many courses not listed here. For each course listed, estimate the percent of the graduating class of 1983 who took the course or an equivalent sometime during the ninth through twelfth grade years. *(If the course was not offered during the last four years, write "0")*

Course	Percent of '83 class who took courses during high school years (average per school)
Accounting	26.4
Algebra, first year	90.4
Algebra, second year	67.6
Art (history and/or appreciation)	28.7
Art (studio instruction)	26.6
Biology (introductory course with laboratory)	91.7
Calculus	15.2
Chemistry (introductory course with laboratory)	56.0
Computer programming in which one or more computer languages are taught	26.6
English as a second language	3.3
Environmental studies (as a separate course)	5.1
Family life and/or sex education	69.1
Geometry, plane and/or solid	83.0
Languages:	
French, first year	26.3
French, second year	23.4
French, third year	11.7
French, fourth year	5.7
German, first year	3.8
German, second year	3.2
German, third year	1.5
German, fourth year	1.4
Spanish, first year	48.9
Spanish, second year	43.9
Spanish, third year	19.7
Spanish, fourth year	9.0
Greek, first year	0.5
Latin, first year	11.3
Russian, first year	0.6
Music (history and/or appreciation)	28.3
Music (instrumental or vocal)	20.7
Physics (introductory course with laboratory)	28.1

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*See instruction manual for additional information on all questions marked with an asterisk (*).

Course	Percent of '83 class who took course during high school years (average per school)
Religion Courses:	
Church history	77.4
Doctrine (e.g., Catholic theology, course in basic Catholic beliefs)	92.2
Morality	95.0
Sacraments	93.4
Scripture	95.0
Remedial English	8.8
Remedial Mathematics	9.6
Special program for students with learning disabilities	1.6
Typing	65.5
Course concentrating on the culture and/or history of one or more minority groups (e.g., Black Studies, Hispanic Studies)	8.5

4.2 Are seniors required to pass a minimum competency or proficiency test in either or both mathematics or English (e.g., composition, vocabulary, etc.) in order to receive a high school diploma? *(Check one box)* % Yes: 20.5

4.3** Following is a list of services or programs that schools sometimes provide for students. If your school provides the service or arranges for the service to be provided, check ***yes. If your school does not provide nor arrange for the service, check ***no***.

	% Yes
Career counseling	98.0
College-credit courses taught at the high school	48.5
Course work at a college or university	60.5
Course work at a public high school	36.6
Courses taught in Spanish (other than Spanish language course)	3.6
Driver education	73.7
Off-campus community service activities taken for credit	45.9
Off-campus work experience for credit	24.2
Program for gifted and talented	48.6
Required drug education course or course section	63.1
Special program for fathers or expectant fathers	2.3
Special program for mothers or expectant mothers	7.3
Student foreign exchange program	41.6

4.4 Which of the following achievement or ability tests are administered to your high school students? *(For **each** test, choose one of the responses and check the appropriate box)*

All: All students take this test at least once during ninth through twelfth grade

Some: Some students take this test at least once during ninth through twelfth grade

None: No students take this test

Test Name	% All	% Some	% None
American College Test (ACT)	9.8	78.3	11.9
Armed Services Vocational Aptitude Battery	17.5	47.1	35.4
California Achievement Tests	9.6	9.2	81.2
Essential High School Content Battery	1.2	1.8	97.0
Iowa Test of Educational Development	21.6	12.9	65.5
Metropolitan Achievement Battery	4.3	6.9	88.9
Preliminary Scholastic Aptitude Test (PSAT)	65.0	32.2	2.8
Religious Education Outcomes Inventory of Knowledge, Attitudes, and Practices (REKAP)	20.4	22.1	57.6
Scholastic Aptitude Test (SAT)	29.6	66.2	4.1
Scott Foresman Achievement Test	3.5	5.8	90.7
Secondary School Admissions Test	31.5	9.5	59.0
Sequential Tests of Educational Progress (STEP)	2.6	5.5	91.9
SRA General Educational Development	20.6	11.2	68.2
Stanford-Binet	3.6	18.6	77.7
Stanford Test of Academic Skills (TASK)	4.8	9.6	85.6
Wechsler Adult Intelligence Scale	0.8	25.6	23.6

4.5 About what percent of the students who enter your first year of high school need remedial or basic skills instruction in each of the following? *(If none, write "0")*

	Average percent per school
Reading	11.5
English	11.3
Mathematics	12.3

4.6 What percent of your juniors and seniors took the SAT test in 1982-83? 60%

4.7 What was the average score achieved by these students on the following sections of the SAT? *(If no students took the SAT or if you do not know the average, write "DNA")*

	Mean
Mathematics average score	473
Standard Written English average score	459
Verbal average score	450

4.8 What percent of your juniors and seniors took the ACT in 1982-83? 38%

4.9 What was the average score achieved by these students on the following sections of the ACT? *(If no students took the ACT or if you do not know the average, write "DNA")*

	Mean
English usage	18.96
Mathematics usage	18.3
Social Studies/Reading	18.4
Natural Science/Reading	21.2
Composite	19.4

***4.10** Listed below is a series of co-curricular (or extra-curricular) activities. For each, please indicate whether the activity is now available in your high school.

	% Yes
Academic honor societies (e.g., National Honor Society)	95.3
Band	54.3
Chorus or choir	78.9
Computer club	48.9
Dramatic performance group(s) (drama or dance)	90.8
Foreign language club(s)	74.9
Orchestra	23.4
Religious organizations (e.g., ministry teams, liturgy club, or service club)	91.1
Student newspaper	84.9
Student yearbook	98.3
Thespians or drama club	64.8
Varsity debate	32.5
Varsity sports (interscholastic competition)	
Baseball—boys'	67.3
Football—boys'	60.1
Wrestling—boys'	36.8
Basketball—boys'	74.0
Basketball—girls'	77.9
Competitive swimming—boys'	23.5
Competitive swimming—girls'	26.3
Golf—boys'	53.9
Golf—girls'	26.9
Gymnastics—boys'	4.3
Gymnastics—girls'	15.7
Ice Hockey—boys'	14.6
Field Hockey—girls'	9.8
Lacrosse—boys'	3.5
Lacrosse—girls'	2.7
Softball—boys'	10.7
Softball—girls'	65.6
Soccer—boys'	45.2
Soccer—girls'	28.4
Tennis—boys'	51.4
Tennis—girls'	55.1
Track—boys'	63.8
Track—girls'	60.1
Volleyball—boys'	10.6
Volleyball—girls'	67.6

5 Religious Education

Questions 5.1 to 5.3 ask about the people who teach religion in your high school.

	Full-time Religion Teachers	Part-time Religion Teachers
5.1 How many persons teach religion full-time? Part-time? *(If none, write "0")*	Mean = 3.2	Mean = 2.9

5.2 How many of the religion teachers given for question 5.1 fall into each of these categories? *(If none in the category, write "0")*

	Average percent per school	
Catholic layman	30.4	16.8
Catholic laywoman	28.0	20.4
Non-Catholic layman	0.1	0.3
Non-Catholic laywoman	0.4	0.4
Priest, diocesan	10.3	16.5
Priest, religious	7.6	11.0
Religious man	1.6	9.6
Religious woman	21.7	25.0

	Average percent per school	
5.3 How many of your full-time and part-time religion teachers hold a Master's degree or Doctorate in religion, religious studies, religious education, or theology?	56.6	37.3

5.4 Does your high school have a department of religion? *(Check one box)*

% Yes: 96.0

5.5 Do you have a person designated as chair (that is, head, coordinator, or administrator) of the department of religion? *(Check one box. If you do not have a department of religion, check "Does not apply")*

% Yes: 95.7

5.6 Who chairs the department of religion? *(Check one box. If this question does not apply, check "Does not apply")*

	Percent
Catholic layman	19.7
Catholic laywoman	17.0
Non-Catholic layman	0.2
Non-Catholic laywoman	0.2
Priest, diocesan	17.7
Priest, religious	9.7
Religious man	5.4
Religious woman	26.2
Does not apply	3.8

5.7 What degree is held by the chair of the department of religion? *(Check one box. If this question does not apply, check "Does not apply")*

	Percent
Ph.D. or equivalent in religion or theology	2.2
Ph.D. or equivalent in another field	0.8
M.A. in religion or theology	64.1
M.A. in another field	9.8
B.A. or equivalent in religion or theology	13.7
B.A. or equivalent in another field	5.0
None of the above	0.5
Does not apply	4.0

5.8 How many units of religion are your high school students required to take for graduation? A unit is equivalent to a semester, trimester, quarter, or other time period. If, for example, your school is on a semester system and you require three full years of religion, your answer would be "6" (3 years × 2 semesters). If you are on a trimester system and you require three full years of religion, your answer would be "9" (3 years × 3 trimesters). Please indicate below the number of units of religion required of Catholic students and the number required of non-Catholic students.

	Mean Religion Units Required
Catholic students	7.7
Non-Catholic students	7.2

5.9 Of the number of required religion units given for question 5.8, how many of the units are normally taken in each of the high school years? *(For **each** grade listed below, give the number of religion units usually required)*

	Mean
Grade 9	1.9
Grade 10	1.9
Grade 11	1.9
Grade 12	1.9

5.10 What kind of academic calendar does your high school have? *(Check one box)*

	Percent
Semester system	83.2
Trimester system	4.6
Quarter System	11.0
Other	1.1

(If "other," please specify.) ______________

5.11 Indicate how often your school provides students with opportunities for each of the following religious activities. *(Check one box for **each** activity)*

	Percentages				
	Several times a week or more	**About once a week**	**1 - 3 times a month**	**Less than once a month**	**Never**
Mass	35.6	16.4	30.4	17.6	0
Bible study	31.3	16.8	12.1	17.9	21.9
Private confession	19.6	9.8	14.3	52.5	3.8
Shared prayer	43.4	12.9	14.1	19.9	9.8
Para-liturgical services	7.1	8.3	33.8	46.6	4.2
Pastoral counseling	47.7	10.8	13.0	19.6	8.8

5.12 Are **Catholic** students required to attend all or some liturgical services or is attendance voluntary? *(Check one box)*

	Percent
Required to attend all	67.0
Required to attend some	28.1
All voluntary	4.9

5.13 Are **non-Catholic** students required to attend all or some liturgical services or is attendance voluntary? *(Check one box)*

	Percent
Required to attend all	58.2
Required to attend some	30.3
All voluntary	11.5

5.14 What percent of high school classes would you estimate begin with prayer? *(Check one box)*

Percent	Percent
0	1
1 - 10	16.9
11 - 30	15.7
31 - 50	14.5
51 - 70	13.0
71 - 99	24.2
100	14.6

5.15 For each of the following grades, did your high school offer one or more retreats during the 1982-83 year? *(Check one box for **each** grade)*

	% Yes
Grade 9	78.7
Grade 10	80.4
Grade 11	85.4
Grade 12	94.0

5.16 For each of the following grades, are students required to attend one or more retreats each year? *(If your school does not offer retreats for any particular grade, mark the "No" box)*

	% Yes
Grade 9	66.6
Grade 10	64.9
Grade 11	57.9
Grade 12	59.1

5.17 Do you have the Blessed Sacrament reserved in your school in some location available for visits by students and faculty throughout the day? *(Check one box)* **% Yes: 80.9**

5.18 Does your school provide service programs (i.e., opportunities to help other people) for high school students? *(Check one box)* **% Yes: 93.3**

5.19 About what percent of your high school students participated during the 1982-83 school year in one or more service programs? *(Estimate the percent for each of the high school grades. If service programs are not offered in any particular grade, write "0")*

	Percent
Grade 9	24.4
Grade 10	27.9
Grade 11	36.3
Grade 12	45.7

5.20 How many hours of such service are required for graduation? *(If you have no such requirement, write "0")* Mean = 10.7

5.21 To what extent would you say each of the following is characteristic of your high school? *(For **each**, check one box)*

	Percentages				
	To a High Degree	To Some Degree	Very Little	Not at All	Does Not Apply
The budget for religious celebrations and retreats is given priority	42.4	46.4	7.4	3.8	0.0
The administration conveys to staff, parents, and students, by means of actions taken and decisions made, that education is a type of ministry	67.4	30.0	2.4	0.2	0.0
Staff and students experience a deep sense of community	48.0	49.8	2.1	0.1	0.0
The school demonstrates as much concern for faith development as for academic and social development	61.7	37.0	1.3	0.0	0.0
Staff at this school pray together and discuss their spiritual concerns	13.9	55.5	27.9	2.7	0.0
Teachers tend to leave the task of faith development to those in the religion department	13.6	63.9	16.6	5.9	0.0
In selecting new teachers, major emphasis is placed on evidence of candidates' commitments to faith or to the value system of the church	50.7	43.6	4.5	1.1	0.0
The religion department has the place of priority in the allocation of funds, scheduling, in-service, and personnel	30.9	50.7	12.8	5.6	0.0
Opportunities are available for spiritual counseling at the school	63.8	29.9	5.6	0.7	0.0
In the classroom, most teachers seek to witness to the Christian faith	54.5	43.4	2.0	0.0	0.0
Teachers regard their work as a genuine ministry of the church	37.1	57.1	5.8	0.0	0.0

5.22 Does your school provide, on at least a yearly basis, in-service training for all faculty on their role in the school's overall religious mission? *(Check one box)* % Yes: 77.8

5.23 Does your school provide retreat or reflection opportunities for all high school teachers to pray and worship together? *(Check one box)* % Yes: 79.2

5.24 If one of your high school teachers publicly announced that he or she was an atheist, would this teacher's contract be terminated? *(Check one box)*

% Yes: 45.8
% Maybe: 47.3
% No: 7.0

5.25 Are any of your part-time or full-time teachers Jewish? *(Check one box)* % Yes: 26.4

5.26 What percent of your teachers would you estimate actively seek to promote students' religious development? Mean = 71.2%

NOTE: In recent history, the Church has articulated clear principles on many social issues. The Church's social teachings cover a wide range of global issues, including human rights, energy, ecology, food, population, arms control, and peace. The following questions are designed to document how these social teachings have influenced Catholic schools — not only in their religion curriculum, but in other areas of school life as well.

	% Yes
5.27 Has your school, during the last five years, had any in-service staff development activities on the Church's social teachings? *(Check one box)*	68.9
5.28 Do the Church's social teachings inform your school's philosophy, goals or yearly objectives? *(Check one box)*	92.7
5.29 Is a teacher's view of Catholic social principles an important criterion in hiring or evaluating her/him? *(Check one box)*	72.9

5.30 In the last five years, how, if at all, has your school's programming changed to reflect the Church's social doctrines. From the list below, indicate what activities have occurred **during the last five years.** *(Check one box for **each**)*

	% Yes
A thorough evaluation of the curriculum to discover how well it addresses the Church's social teachings	63.5
Changes in admissions policies or practices to attract more economically disadvantaged or minority youth	46.4
Changes in financial aid policies or practices to provide more assistance to poor or minority students	67.4
Addition of extra-curricular programs or projects which give students opportunity to learn about issues of social justice	73.0
Addition of new courses which address issues related to the Church's social teachings	70.2
Addition of service projects	81.4
Curriculum changes in departments so that they more directly or substantially address social issues	64.0
Development of specific learning activities which infuse justice-related values, concepts, and skills into the curriculum	71.2

5.31 Listed below are some areas of school policy and practice. For each, indicate whether or not you think that the area has been intentionally examined from a social justice perspective by your board or staff. *(Check one box for **each**)*

	% Yes
Student participation in decision-making	51.6
Admissions policies and procedures	71.2
Financial aid policies and procedures	78.1
Grading system	59.3
Faculty salary and benefits	80.8
Discipline procedures	84.2
Competition in academics and athletics	66.0
School governance procedures	65.3
Social studies curriculum	66.1
Science curriculum	42.6
English curriculum	43.5
Religion curriculum	91.3

6 Computer Use

6.1 Does your school have access to computer equipment or facilities? *(Check one box)* % **Yes: 96.0**

(IF YES) Move to question 6.3.
(IF NO) Answer question 6.2 and move to Section 7.

6.2 If no computer access is now available in your school, do you plan to have it available within the next three years? *(Check one box)* % **Yes: 90.3**

6.3 Please enter the number of each of the following types of computer equipment which your school has access to or owns. *(If none, write "0")*

	Means
Microcomputer (including keyboard, screen, and disc drive)	10.5
Printer: dot matrix	2.2
Printer: letter quality	1.1

6.4 Do you have a time sharing agreement with any of the following? *(Check one box for **each**)*

	% Yes
Commercial firm	7.6
Diocesan office	7.0
Private industry	3.3
University	6.2
University consortium	1.8
Other	11.1

(If "other", please specify.) ________

6.5 Which of the following uses does the administrative office make of your school's computer equipment? *(Check one box for **each**)*

	% Yes
Alumni lists	48.6
Attendance reports	24.5
Budget management	34.0
Class lists	50.0
Class schedules	38.8
Computing grades	36.7
Development records	36.4
In-school survey processing	19.9
Issuing report cards	31.3
Library record-keeping	10.0
Parent lists	52.1
School equipment inventory	10.2
Student data	46.0
Student schedules	36.7
Teacher data	21.0
Teacher schedules	31.1
Word processing	46.3

6.6 For each of the following subject areas indicate whether any course required students to use computers in 1982-83 *(Check one box for* ***each****)*

	% Yes	% No	% Does Not Apply
Art	1.2	84.8	14.0
Business	27.3	61.0	11.7
English	7.0	85.3	7.6
Foreign Language	5.1	86.9	8.0
History	3.7	88.0	8.3
Home Economics	1.2	74.6	24.2
Journalism	4.8	78.2	17.0
Mathematics	53.7	40.8	5.5
Religion	1.8	89.6	8.4
Sciences	27.4	66.2	6.4

6.7 Approximately how many of your ninth through twelfth grade students took at least one course in computer programming in 1982-83? *(If none, write "0")* **Mean = 62.8**

7 School Standards

7.1 Is there a waiting list to enter your school? **% Yes: 36**

***7.2** How many students applied (that is, completed the application process) for admission to your high school's ninth grade for the year 1983-84? **Mean = 226.8**

7.3 Of the number given for question 7.2, how many did your school accept for admission? **Mean percentage of question 7.2 = 88.2**

7.4 Of the number given for question 7.2, how many did your school **not accept** for admission? *(If none, write "0")* **Mean percentage of question 7.2 = 11.8**

7.5 Which of the following do you consider in a student's application for admission to your first year of high school? *(For* ***each****, check one box)*

	Percentages			
	Always	Usually	Sometimes	Rarely or Never
Ability to pay full tuition without aid	6.2	22.3	14.7	56.8
Completion of one or more standardized achievement or aptitude tests	52.0	27.3	6.7	14.0
Completion of written admissions test developed by your school	14.1	8.0	12.7	65.2
Personal interview with parent or guardian	32.3	14.5	38.6	14.5
Personal interview with student	35.3	14.9	36.2	13.5
Recommendation of elementary school principal	48.0	25.1	18.1	8.8
Recommendation of student's pastor	11.6	8.8	36.4	43.2
Strong academic record	28.1	32.6	19.0	20.3
Successful completion of previous year of school	79.7	15.4	3.0	1.9

7.6 How influential would each of the following be in **rejecting** an application for admission? *(Check one box for* ***each****)*

	Percentages		
	Very Influential	Somewhat Influential	Not Very Influential
Chemical use	63.2	29.0	7.9
Disinterest in church and/or religion	25.8	44.2	30.0
Evidence of student immaturity or instability	18.7	55.0	26.3
Failure to achieve a satisfactory score on admissions test	33.9	38.8	27.4
History of disciplinary or behavior problems	50.7	43.2	6.1
Inability to pay full tuition	7.7	33.6	58.7
Juvenile court record (non-traffic)	39.5	43.6	16.9
Non-Catholic	5.0	18.2	76.8
Poor academic record	36.7	45.4	17.9

7.7 Did your high school admit any students in the Fall of 1983 who had previously been expelled or dropped from public schools for **disciplinary** reasons? **% Yes: 19.7**

7.8 Did your high school admit any students in the Fall of 1983 who had previously been expelled or dropped from public schools for **academic** reasons? **% Yes: 17.8**

7.9 How many students in your high school were expelled or asked to withdraw for academic reasons during the 1982-83 academic year? *(If none, write "0")* **Mean = 0.9**

7.10 How many students in your high school were expelled or asked to withdraw for disciplinary reasons during the 1982-83 academic year? *(If none, write "0")* **Mean = 0.6**

7.11 How many high school students did your high school suspend for one day or more for disciplinary reasons during 1982-83? *(If some were repeat offenders, count them only once. If none, write "0")* **Mean = 2.9**

7.12 Of the students who enter the first year of your high school, about what percent would you estimate remain in your school and graduate? *(Check one box)*

Percent	Average percent per school
100	1.4
95-99	19.5
90-94	31.1
80-89	29.9
70-79	12.7
60-69	3.5
50-59	1.4
Less than 50	0.5

***See instruction manual for additional information on all questions marked with an asterisk (*)**

7.13 Please estimate the number of ninth through twelfth grade students who left your school during or after 1982-83 for each of the following reasons *(If none, write "0")*

	Percent of high school enrollment (average percent per school)
Academic difficulties	1.5
Change of residence	1.4
Discipline problem	0.8
Financial problems	1.2
Need for a different program or curriculum	0.7
Parent dissatisfaction	0.3
Pupil dissatisfaction	0.8
Reasons of health (including drug or alcohol use and pregnancy)	0.2
Transportation problem	0.3

7.14 Does your school have a written statement of standards for student behavior (discipline)? % **Yes: 99.7**

7.15 **(IF YES)** Do all teachers have a copy of the statement? % **Yes: 99.9**

7.16 **(IF YES)** Is the statement presented to students in written form? % **Yes: 100**

7.17 In the principal's opinion, to what degree is each of the following student behaviors a problem in your school? *(Check one box for* ***each*** problem)

	Percentages			
	Serious	**Moderate**	**Minor**	**Not at All**
Absenteeism	2.8	17.1	60.9	19.2
Cutting a class without permission	2.0	3.5	62.5	32.0
Physical conflicts among students	1.0	2.0	54.1	42.9
Rape or attempted rape	1.5	0.7	1.7	96.1
Repeated failure to prepare daily class assignments	2.8	36.6	54.6	5.9
Robbery or theft	1.8	10.9	66.1	21.1
Student possession of weapons	1.6	0.1	10.6	87.7
Student use of alcohol in school	1.6	2.7	43.8	51.9
Student use of drugs in school	1.7	4.1	57.6	35.6
Student use of alcohol away from school	20.7	49.4	25.5	4.3
Student use of drugs away from school	5.1	38.9	50.2	5.7
Vandalism to school property	2.1	7.9	66.5	23.5
Verbal or physical abuse of teachers	1.6	1.5	38.9	58.0

7.18** In your high school, what usually happens to a student who engages in each of the following? *("Expulsion" means the student is asked to permanently withdraw, "suspension" means the student is asked to leave school for a period of time but is permitted to come back to the school. Check one box for* ***each *situation)*

	Percentages			
	Student Usually Expelled	**Student Usually Suspended**	**Student Usually Not Expelled or Suspended**	**Situation Does Not Apply**
Cheating, first offense	0.3	5.1	91.6	2.9
Cheating, repeated offense	5.7	41.9	46.5	5.8
Fathering a child	5.5	2.4	50.8	41.3
Marriage	27.2	3.4	38.8	30.5
Physical injury to another student, first offense	6.3	63.6	21.4	8.8
Physical injury to another student, repeated offense	60.7	25.5	1.5	12.3
Possession of alcohol at school first offense	13.4	74.7	8.6	3.3
Possession of alcohol at school, repeated offense	74.1	16.7	0.8	8.4
Use of alcohol at school first offense	17.5	71.2	7.4	3.8
Use of alcohol at school, repeated offense	76.6	14.5	0.2	8.7
Possession of illicit drug at school, first offense	29.7	61.1	6.1	3.1
Possession of illicit drug at school, repeated offense	80.9	9.4	0.2	9.5
Use of illicit drug at school first offense	34.5	56.5	5.5	3.4
Use of illicit drug at school repeated offense	80.1	7.4	1.6	10.9
Use of alcohol or drugs away from school, first offense	4.3	29.7	50.5	15.5
Use of alcohol or drugs away from school, repeated offense	28.6	14.6	39.6	17.2
Pregnancy	7.4	4.9	62.2	25.5
Racial prejudice	1.8	13.6	58.3	26.3
Rejection of religious doctrine and/or practice	7.7	4.2	67.7	20.4
Smoking at school, first offense	1.4	35.4	57.5	5.7
Smoking at school, repeated offense	22.3	49.1	22.7	5.9
Theft of school property, first offense	13.5	56.9	25.7	3.9
Theft of school propert, repeated offense	66.4	20.7	4.9	8.1
Verbal abuse of teacher, first offense	6.3	51.5	37.7	4.5
Verbal abuse of teacher, repeated offense	52.0	33.3	8.6	6.1
Classroom disturbance, first offense	0.7	13.3	84.3	1.7
Classroom disturbance, repeated offense	12.3	58.1	27.8	1.8
Use of profanity, first offense	0.5	14.7	82.0	2.8
Use of profanity, repeated offense	10.6	51.5	34.0	3.9

7.19 Please indicate which of the following rules exist in your high school *(Check one box for* ***each****)*

	% Yes
Hall passes required	56.8
No smoking by students in school or on school grounds	86.0
Rules about student dress	99.4
Students prohibited from leaving school or school grounds during school day	92.9
Visitors required to sign in at main office	82.8

7.20 Are there hall monitors (either student or adult) in your school? *(Check one box)*	% Yes: 25.5
7.21 About how many misbehaving high school students are referred to school administrators in a typical week?	Mean = 7.5

7.22 If a student doesn't come to school, how long is it before the school administration knows that he/she is absent? *(Check one box)*

	Percent
Less than one hour	69.1
1-2 hours	28.2
3-8 hours	2.6
More than 1 school day	0.1

8 Facilities, Resources and Location

***8.1** In what year was your high school established?	Mean = 1930; Median = 1940
8.2 Has your high school ever merged with another high school? *(Check one box)*	% Yes: 13.6
8.3 **(IF YES)** In what year did the merger occur?	Mean = 1966
8.4 Has your high school ever changed from a single-sex school to a coed school? *(Check one box)*	% Yes: 16.0
8.5 **(IF YES)** In what year did this change occur?	Mean = 1964
8.6 In what year was the original building that currently houses your high school built?	Mean = 1947; Median = 1955
***8.7** What is the current market value of the school building and grounds?	Mean = $4,930,800
8.8 How many classrooms (of the type normally used for lecture, instruction, or laboratory work) does your school building contain?	Mean = 27.9

NOTE: If your school houses more than ninth to twelfth grade, give only the number of classrooms used for ninth to twelfth grade students.

8.9 How many of the classrooms counted in question 8.8 are never used or rarely used when school is in session? *(If none, write "0")*	Mean % of question 8.8 = 1.9
8.10 If your high school were at maximum enrollment, how many students could your school facility serve?	692
8.11 Does your school have more than one campus? *(Check one box)*	% Yes: 2.5
8.12 **(IF YES)** What is the distance between them in miles?	Mean = 3.0
8.13 Is there housing provided for staff members (lay or religious) in school-owned housing? *(Check one box)*	% Yes: 59.0
8.14 **(IF YES)** How many of your full-time, paid staff members are housed there?	Mean % = 8.0

8.15 Who holds legal title to your school building(s)? *(Check one box)*

	Percent
Diocese	45.7
Individual	0.0
Public school system	0.0
Religious order	37.0
School board	0.8
School corporation	5.6
Single parish	9.8
Two or more parishes	1.1

(If religious order, please name) ____________

	% Yes
8.16 Does your school rent space to any other non-profit organization? *(Check one box)*	33.5
8.17 Does your school rent space for single events such as weddings, parties, or lectures? *(Check one box)*	54.9
8.18 Are any of your school facilities made available for use by the local community without charge? *(Check one box)*	81.8

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*See instruction manual for additional information on all questions marked with an asterisk (*).

8.19 Which of the following does your school own? Do not include leased, rented, or borrowed facilities. *(For **each** facility, check one box)*

NOTE: Only selected facilities are included; it is assumed that most schools will have other facilities not covered here.

	Percent Yes
Art room or studio	86.2
Athletic facilities:	
Athletic field	65.9
Gymnasium	92.2
Running track (indoor or outdoor)	37.5
Swimming pool	10.7
Tennis court(s)	31.1
Auditorium (as separate facility)	35.4
Bookstore	72.4
Chapel	85.2
Faculty lounge or workroom	98
Guidance center	94.1
Library	98.2
Music rooms	
Instrumental only	40.2
Vocal only	33.8
Music room shared for vocal and instrumental uses	47.8
Photography laboratory	66.7
Resource centers	
Audio-visual and/or media	82.8
Computer laboratory or center	89.9
Foreign language laboratory	31.2
Religious education resource room	52.3
Remedial reading laboratory	35.6
Remedial mathematics laboratory	15.0
Science facilities	
Biology laboratory	93.0
Chemistry laboratory	88.9
Physics laboratory	75.0
Science laboratory shared by two or more disciplines	58.3
Student cafeteria	91.9
Student lounge or study area	38.4
Student smoking area (designated)	15.8
Theater arts workroom	28.2
Vocational or skill facilities	
Metal shop	3.6
Wood shop	6.8
Cooking laboratory	41.8
Sewing laboratory	46.9
Office equipment laboratory	44.1
Typing laboratory	92.5

	Means
8.20 What is the approximate number of volumes in the high school library?	11,832
8.21 What is the approximate number of current periodicals and magazines subscribed to by your library?	58.7

***8.22** How many of the following audio-visual equipment and media production facilities does your school have? *(Write a number for **each** item. If none, write "0")*

	Means
16 mm projector—film/sound	5.2
Filmstrip projector	9.1
Slide projector	4.4
Overhead projector	11.1
Cassette recorders/players	11.0
Video camera	
Black and white	0.7
Color	0.8
Video recorders with TV monitors	2.2
Edit system	0.1
Studio camera	
Black and white	0.2
Color	0.1
Edit system special equipment	
Special effects generator	0.05
Character generator	0.03
Chroma key	0.02
Time base corrector	0.01
Studio with lighting and audio equipment	0.12

8.23 Please estimate the percent of your high school students who travel the following distances each day. *(Measure one way, not round trip. If 0% in any category, write "0". Percents should sum to 100)*

	Percent
1 mile or less	14.3
1+ to 3 miles	26.4
3+ to 10 miles	38.0
10+ to 20 miles	16.4
Over 20 miles	4.9

***8.24** What is the size of the metropolitan area in which your school is located? If your school is in a suburb, include the city and its contiguous suburbs in figuring size. *(Check one box)*

	Percent
Under 500	0.9
500 to 2,499	2.0
2,500 to 4,999	2.0
5,000 to 9,999	3.5
10,000 to 24,999	8.8
25,000 to 49,999	10.6
50,000 to 99,999	11.6
100,000 to 249,999	11.5
250,000 to 499,999	9.7
500,000 to 999,999	9.6
1,000,000 or more	29.8

For each of the next *three* questions, check one box.

Is your school . . .

	% Yes
8.25 in a suburb?	35.5
8.26 inside the limits of a city with two or more suburbs?	52.2
8.27 within fifty miles of a metropolitan area with a population of 250,000 or more?	65.9

8.28 Which of these would one see anywhere in approximately a one-mile or ten-block radius around your school? *(For **each**, check one box)*

	% Yes
Abandoned buildings (either residential or business)	36.4
Aging, poorly-maintained residences	42.3
Agricultural land	30.8
Another Catholic high school	23.3
City or county parkland	78.0
College or university	39.6
Deteriorating stores and offices	30.3
Industrial buildings	52.3
Multiple-family residential	80.6
Office buildings	79.5
One-family residential	96.3
Retail stores	90.3
Suburban-type shopping center	51.3
Twenty-five percent or more of local residents are Black	21.5
Twenty-five percent or more of local residents are Hispanic	14.7
Ninety percent or more of local residents are White, non-Hispanic	72.3
Well-tended homes, manicured lawns	87.3

***8.29** When was the last school bond issue voted on in the public school district in which your school is located? *(Check one box)*

	Percent
1983	13.7
1982	19.1
1981	9.8
1976-1980	18.2
1970-1975	9.0
Before 1970	8.0
Have not held a bond issue vote	22.1

8.30 Did the most recent bond issue pass? *(Check one box)*

% Yes: 53.8

8.31 How accessible are your school's facilities to handicapped or wheelchair-bound students? *(Check one box)*

	Percent
All facilities accessible	18.5
Some but not all facilities accessible	44.5
Few facilities accessible	24.1
No facilities accessible	12.9

9 School Climate

9.1 Estimate what percent of your high school students would describe their feelings about your school in each of these ways. *(Percents should sum to 100)*

	Percent
Enthusiastic and proud	55.0
Satisfied	28.8
Neutral or ambivalent	10.1
Unenthusiastic	4.6
Rejecting or antagonistic	1.5

***9.2** Not counting those participating, what percent of your high school **students** would you estimate are likely to attend each of these major school events?

	Percent
Major dramatic event	40.3
Major music concert	32.0
Major sports event	54.9

***9.3** What percent of your high school **staff** are likely to attend each of these major school events?

	Percent
Major dramatic event	57.7
Major music concert	47.1
Major sports event	51.7

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*See instruction manual for additional information on all questions marked with an asterisk (*)

***9.4** What percent of your high school **students' family members** are likely to attend each of these major school events?

	Percent
Major dramatic event	35.7
Major music concert	30.1
Major sports event	42.2

9.5 Estimate what percent of the teachers would describe their feelings about your school in each of these ways. *(Percents should sum to 100)*

	Percent
Enthusiastic and proud	66.1
Satisfied	25.4
Neutral or ambivalent	6.3
Unenthusiastic	1.8
Rejecting or antagonistic	0.4

9.6 Approximately how often does the majority of your total school staff meet to socialize? *(Check one box)*

	Percent
Weekly	5.1
Monthly	27.9
Several times a year	64.8
Once a year	2.3
Never	0

9.7 How often is the typical teacher in one-to-one conversation with the principal? *(Check one box)*

	Percent
Daily	16.2
Two or three times a week	37.1
Weekly	23.7
Two or three times a month	14.4
Monthly	2.5
Several times a year	6.1

9.8 How often are student council meetings held? *(Check one box)*

	Percent
At least once a week	40.9
Two or three times a month	36.6
Once a month	18.7
Several times a year	1.7
Once a year	0.1
Never	2.0
Does not apply	0

9.9 Indicate the extent to which you would say that a "sense of community" characterizes your school. High sense of community is defined as frequent evidence of concern, support, appreciation, and regard existing among staff, students, and constituent families. *(Check one box)*

Low sense of community	0.0	0.2	0.3	0.6	2.8	4.4	14.3	31.9	32.9	12.5	**High sense of community**
	1	2	3	4	5	6	7	8	9	10	

9.10 In the typical classroom in your high school, how much time would you estimate a teacher devotes to discipline (i.e., maintaining order, dealing with classroom disturbances)? *(Check one box)*

	Percent
A great deal	0.7
Some	13.0
A little	80.3
None at all	6.1

9.11 Listed below are a series of characteristics which help to define the climate of a school. For each characteristic, indicate how much it describes your school. *(Check one box for each)*

NOTE: Where you place your check on each ten-point continuum designates the degree to which this characteristic applies to your school.

Percentages

There is much conflict between teachers and administrators Very true of this school	0.8	1.0	0.8	0.7	1.5	0.8	5.6	17.6	46.2	25.0	Not at all true of this school
Discipline is a strong emphasis at this school Very true of this school	29.1	33.9	15.9	4.8	4.6	1.6	2.8	2.5	3.2	1.6	Not at all true of this school
Students place a high priority on learning Very true of this school	11.4	27.7	27.1	12.8	9.1	2.7	4.4	2.3	1.9	0.6	Not at all true of this school
Many teachers do not actively support the religious mission of their school Very true of this school	0.8	1.1	2.1	2.6	4.0	2.9	8.1	17.3	35.6	25.5	Not at all true of this school
The classroom environment for most students is very structured Very true of this school	16.0	31.0	22.2	9.4	9.0	4.4	2.7	1.8	2.9	0.6	Not at all true of this school
Teachers at this school constantly press students to do their very best Very true of this school	20.3	37.2	23.5	10.5	3.2	0.9	1.2	1.1	1.2	0.8	Not at all true of this school
Students are expected to do homework Very true of this school	58.3	25.9	7.3	3.4	0.7	0.6	0.6	0.8	0.7	1.8	Not at all true of this school
Teacher morale is high Very true of this school	17.0	38.4	25.0	9.7	3.5	1.7	1.1	1.1	1.4	1.1	Not at all true of this school
Teachers have negative attitudes about students Very true of this school	0.6	1.7	3.5	2.8	5.0	4.5	8.4	22.9	41.0	9.1	Not at all true of this school
Teachers find it difficult to motivate students Very true of this school	0.5	2.8	6.3	7.3	8.8	5.9	13.9	27.7	22.3	3.6	Not at all true of this school
The school day for most students is very structured Very true of this school	33.9	29.7	13.3	5.2	5.6	1.7	2.5	3.7	2.9	1.5	Not at all true of this school
Deviation by students from school rules is not tolerated Very true of this school	25.6	37.4	20.2	6.1	4.2	1.1	1.5	1.5	1.6	0.9	Not at all true of this school
The school environment is very "open" (e.g., students can freely choose to miss class, students have freedom to leave the school grounds at any time) Very true of this school	1.2	0.5	0.5	0	0	0.3	0.2	2.3	7.5	87.5	Not at all true of this school
Many teachers do not take the time to respond to students' individual needs Very true of this school	0.2	1.6	1.0	0.8	1.9	1.0	3.6	18.2	40.1	31.6	Not at all true of this school
This school places a great deal of emphasis on varsity athletics Very true of this school	4.4	13.1	17.4	11.7	18.2	8.9	8.0	7.4	6.1	4.7	Not at all true of this school

10 Parent Involvement

***10.1** Does your school have a parents' organization which includes or is made up entirely of parents of ninth through twelfth grade students? *(Check one box)*

% Yes:	% No:
84.3	15.7 %

(IF NO) Move to question 10.5.

10.2 What percent of the ninth through twelfth grade parents would you estimate are active in this parents' organization? **Mean** = 31.4%

10.3 How much emphasis do you estimate the parents' organization places on each of the following activities? *(Check one box for **each** activity listed)*

	Percentages			
	Major Emphasis	Moderate Emphasis	Minor Emphasis	No Emphasis
Conducting fundraising activities	59.9	26.7	9.8	3.5
Helping parents become a public relations arm of the school	16.2	48.5	30.1	5.2
Helping parents unite so that they can mobilize for political action	0.9	11.6	40.5	47.0
Listening to parents' concerns about the school	18.0	40.4	34.7	6.8
Providing information for parents about the school	36.3	43.6	16.9	3.1
Providing opportunities for parents and teachers to worship together	4.5	22.3	38.1	35.1
Providing opportunities for parents' input in school planning	6.5	36.1	41.8	15.6
Providing opportunity for parents and teachers to socialize	10.6	43.9	37.3	8.2
Providing opportunity for parents to learn how to improve parenting skills	5.2	25.1	42.1	27.6
Providing religious and spiritual formation for parents	3.2	25.8	47.9	23.2

10.4 On the average how often does the parents' organization meet? *(Check one box)*

	Percent
At least once a week	0.4
Two or three times a month	5.1
Once a month	56.2
Several times a year	37.9
Once a year	0.4

10.5 How often are individual parent-teacher conferences normally scheduled during the school year? *(Check one box)*

	Percent
About once a month	2.9
About once every 2-3 months	29.9
About twice a year	45.7
About once a year	17.6
Never	3.9

10.6 Does your school make use of volunteer work by parents and family members? *(Check one box)* **% Yes: 89.6**

10.7 About how many parents or family members of the ninth through twelfth grade students contributed volunteer time during 1982-83? **Average %** = **94.4**

10.8 Estimate the total number of volunteer hours given by ninth through twelfth grade parents and family members in 1982-83 **Mean** = **3,043.4**

10.9 In what capacities did volunteers serve? *(Check all that apply)*

	Percent
Administrative services	27.9
Chaperoning	87.6
Co-curricular activities	64.3
Fundraising	90.7
Instruction	14.7
Library	40.4
Maintenance	42.9
Office assistance	47.6
Publications	28.9
Security	19.1
Supervision of halls, cafeteria, study halls, etc.	12.4
Teacher's aide	13.4

10.10 Are parents who do not give volunteer time required to contribute an amount of money to the school in lieu of volunteering? *(Check one box)* **% Yes: 4.3**

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*See instruction manual for additional information on all questions marked with an asterisk (*).

10.11 Parents of high school students have a variety of expectations about the educational goals of the Catholic high school. In your opinion, which of these goals listed below are most important to the parents of your students? First read the entire list. Then choose the seven goals that are most important to parents. Rank order these seven, placing a "1" next to the goal that is most important to parents, a "2" next to the goal that is second most important, and continuing until you have placed a "7" next to the seventh most important goal. *(Leave the other seven spaces blank)*

Goals	Rank based on average of ranks
Building community among faculty, students, and parents	10
Developing aesthetic appreciation	13
Developing high moral standards and citizenship	2
Developing individual responsibility for the management of one's own learning program	10
Encouraging student understanding, acceptance, and participation in the Catholic Church	4
Fostering spiritual development	5
Preparing students for college	1
Preparing students for the labor market	6.5
Promoting critical thinking skills	8
Promoting understanding of and commitment to justice	13
Promoting understanding of and commitment to peace	13
Teaching basic skills in writing, reading, and mathematics	3
Teaching life skills (skills needed for surviving in a complex world—interpersonal skills, personal finance, job hunting skills,etc.)	6.5
Teaching students how to get along with others	10

11 Development and Finance

REMINDER: Your answers are confidential. No information on individual schools will be released without written permission from the principal.

On this page, please indicate the school's 1982-83 income and operating expenses, using the categories shown. *Reminder:* Definitions and explanations for all items bearing an asterisk (*) will be found in the accompanying instruction manual.

	Sources of Income	Medians
11.1	Tuition and fees	$ 639,389
***11.2**	Contributed services (Please record income unless full salaries are paid)	$ 71,003
***11.3**	Subsidy Subsidized by ____________	$ 48,648
***11.4**	Fundraising (Donations, festivals, raffles, mom/dads' clubs, dances, etc.)	$ 57,892
***11.5**	Gain on auxiliary services (Excess of income over expense)	$ 4,388
11.6	Income from federal government sources	$ 0
11.7	Income from state government sources	$ 0
11.8	Interest on investments	$ 10,000
***11.9**	All (any) other income	$ 22,771
11.10	Total operating income	$ 926,083
	Operating Expenses	**Medians**
***11.11**	Salaries—lay professional staff	$ 388,238
11.12	Salaries—religious professional staff	$ 65,000
***11.13**	Contributed services (If not included in 11.12 under "religious salaries")	$ 56,000
11.14	Other salaries (e.g., general office, maintenance, but not auxiliary services)	$ 68,000
11.15	All fringe benefits (FICA, health insurance, retirement, unemployment, etc.)	$ 73,724
***11.16**	All other operating expenses (Include auxiliary service losses)	$ 236,825
11.17	Total operating expenses	$ 923,000

***See instruction manual for additional information on all questions marked with an asterisk (*).**

11.18 What is the 1983-84 tuition for a high school student, if first person in a family and before allowances or discounts? What was the 1982-83 tuition? *(Please fill in one answer for **each** blank. If your school does not have ninth grade, write "DNA")*

	Medians	
	1983-84 Tuition	1982-83 Tuition
Grade 9	$1.238	$1,140
Grade 10	$1,250	$1,142
Grade 11	$1,250	$1,140
Grade 12	$1,250	$1,140

11.19 Is there a reduction in tuition when more than one child in a family is registered in the school? *(Check one box)* % Yes: 60.1

11.20 Does your school have a development office? *(Check one box)* % Yes: 55.4

11.21 **(IF YES)** How many years has it been in operation? Mean ≐ 5.3

11.22 Does your school have someone designated as development coordinator or development officer? *(Check one box)* % Yes: 58.6

11.23 **(IF YES)** Is this person paid or a volunteer? (Check one box)
% Paid: 87.6
% Volunteer: 12.4

11.24 **(IF YES)** Is this person part-time or full-time? *(Check one box)*
% part-time: 41.0
% full-time: 59.0

11.25 **(IF YES)** What category best describes this person? *(Check one box)*

	Percent
Catholic layman	38.8
Catholic laywoman	25.7
Non-Catholic layman	3.1
Non-Catholic laywoman	3.5
Priest (diocesan)	2.9
Priest (religious)	6.1
Religious (man)	7.8
Religious (woman)	12.0

11.26 Does your school have a director of public relations? *(Check one box)* % Yes: 49.4

11.27 **(IF YES)** Is this person the same as the development officer? *(Check one box)* % Yes: 44.0

11.28 Does your school maintain an active alumni mailing list? *(Check one box)* % Yes: 78.6

11.29 **(IF YES) Approximately how many times during the year are mailings sent to the alumni on this list?** *(If none, write "0")* Mean = 3.6

11.30 What was the amount of funding realized from alumni donors in 1982-83? **Mean $20,047**

11.31 For each of the following activities, indicate whether the activity is currently operational, being planned, or not now planned or operational. *(Check one box for **each**)*

	Percentages		
	Operational	Planned	Neither Planned nor operational
Annual Fund	48.1	20.9	30.9
Capital Fund Effort	25.7	28.4	45.9
Estate Planning/Deferred Giving Program	14.7	35.4	49.9
List of Gift Opportunities	25.3	29.3	45.4
Development Council (Blue Ribbon Committee)	23.9	23.9	52.1
Alumni Organization	60.7	28.2	11.0
Five Year Plan for Institutional Development	30.6	37.3	32.1
Fundraising Efforts, e.g., Bingo, Auctions, Dinners, Theater	83.9	6.7	9.3
Athletic Booster Club	61.7	6.7	31.6
Case Statement for Development	25.8	27.5	46.6
Educational Foundation (Separate legal entity receiving funds for institution)	22.7	14.4	62.9

12 Governance and External Relationships

***12.1** Does your school have a school board? *(Check one box)* % Yes: 71.9

(IF NO) Move on to question 12.10

***12.2** How many members does your school board have? Mean = 14.5

Percent of question 12.2

12.3 Of the number given for question 12.2, how many are women? 32.5

12.4 Of the number given for question 12.2, how many are members of a racial or ethnic minority, e.g., Black, Hispanic, Asian? 5.0

***12.5** Of the number given for question 12.2, how many are laity? 66.6

12.6 Of the number given for question 12.2, how many represent the sponsoring order? *(If school is not sponsored by a religious order, write "DNA")* 30.2

12.7 Of the number given for question 12.2, how many are priests or religious from a local parish or parishes? 13.9

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*See instruction manual for additional information on all questions marked with an asterisk (*)

12.8 As compared with five years ago, would you say your board now has more or less influence on school policy? *(Check one box)*

	Percent
More influence	59.8
Less influence	5.6
About the same as 5 years ago	34.7

12.9 How frequently does the school board meet? *(Check one box)*

	Percent
Weekly	0.5
Monthly	58.5
Quarterly	21.5
Several times a year	13.7
Annually	1.6
Other	4.3

(If "other," please specify) ____________________

12.10 For each of the following issues, indicate the group or person that makes the **final decision**. *(If decision is collaborative, check more than one box)*

	Percentages School Board	Diocesan or Order Official	Principal or Other School Administrator	Teachers	Parish Pastor
Allocating school budget	46.2	19.3	60.1	4.4	8.6
Changing the curriculum or changing graduation requirements	22.5	9.2	84.6	31.4	2.1
Determining overall curriculum	14.7	8.2	87.8	35.6	1.3
Hiring new teachers	7.2	6.3	95.3	8.1	2.8
Non-renewing of teachers	12.2	6.2	93.3	2.6	2.9
Renewing teacher contracts	10.1	6.4	92.7	1.8	3.5
Selecting the principal	41.1	61.1	6.6	3.1	8.8
Setting admissions criteria	25.3	9.3	83.4	14.9	2.9
Setting school goals and objectives	31.3	10.0	85.3	41.4	4.3
Suspending or expelling a student	5.6	3.9	96.7	8.9	3.9
Terminating teacher contracts	16.0	8.3	91.0	1.5	4.2

12.11 Within your school, how much authority does the principal have to allocate school budget funds among departments? *(Check one box)*

	Percent
Complete	77.5
Some	19.3
Little	2.5
None	0.7

12.12 How much influence does the principal have in making decisions concerning the allocation of funds to your school from external sources such as church or parish funds? *(Check one box)*

	Percent
Extensive	26.4
Some	16.9
Little	6.8
None	10.8
Does not apply	39.1

12.13 How many of your school board members are selected in each of the following ways? *(If your school has no board, check "Does not apply")*

	Means
Ex officio	3.5
Appointed	7.5
Elected	7.8
Other	1.6
Does not apply	0.3

12.14 Do any of your students take vocational courses at an area vocational/technical school? *(Check one box)* % Yes: 38.7

For each of the next *three* questions, check one box.

In 1982-83, did your school or its students derive financial support from any local business, labor, or civic organization . . .

		% Yes
12.15	for school instructional programs?	30.0
12.16	for individual student scholarships?	49.5
12.17	for extra-curricular school activities?	41.4

12.18 Does your school maintain a cooperative arrangement with one or more local public schools that involves the following? *(Check one box for **each**)*

	% Yes
Joint academic courses held at the public school	14.9
Joint academic courses held at your school	4.3
Joint arts events	9.3
Joint social events	12.4
Shared use of equipment (Micro-computers, TV equipment, etc.)	12.4
Shared use of facilities (Gym, football field, etc.)	34.8
Some staff members serve both schools	8.3
Transportation	41.2

12.19 Does your school engage in cooperative arrangements with other Catholic high schools that involve the following? *(Check one box for **each**)*

	% Yes
Joint academic courses at either school	13.5
Joint arts events	24.8
Joint social events	42.4
Joint teacher workshops	55.2
Shared use of resources (Gym, football field, etc.)	24.9
Shared use of equipment (Micro-computers, TV equipment, etc.)	11.7
Some staff members serve both schools	11.0

12.20 In your opinion, what is the degree of influence on your school's day to day operations exercised by each of the following? *(For **each**, check one box)*

	Percentages			
	Very Influential	Somewhat Influential	Not at All Influential	Does Not Apply
Diocesan office	10.7	54.1	28.2	7.0
Parents' association	3.5	54.5	32.0	10.0
Parish or parishes	5.6	28.7	40.3	25.5
Religious order	26.0	38.7	19.9	15.4
School board	20.4	42.5	12.8	24.2
Students	34.2	57.0	7.4	1.4
Teachers' association	9.2	26.1	11.7	52.9

12.21 Does your high school participate or have students who participate in each of the following federally assisted or financed programs? *(For **each**, check one box)*

	% Yes
Comprehensive Employment and Training Act	13.4
Education Consolidation Improvement Act (ECIA):	
Chapter I (Education of children of economically disadvantaged)	14.3
Chapter II (Consolidation of federal programs for elementary and secondary education)	50.8
Emergency School Aid Act (Desegregation assistance)	1.2
Indian Education Act	0.9
Junior ROTC	2.5
Talent Search	8.5
Upward Bound	9.5
Vocational Education Act of 1963:	
Consumer and Homemaking Education	4.7
Vocational Education Basic Programs	6.4
Cooperative Vocational Education Program	10.1

12.22 For which of the following is your high school funded or subsidized by the state? *(Check one box for **each**)*

	% Yes
Bus transportation	40.1
Drug education	8.2
Education of the handicapped	13.4
Education of students from low-income families	3.5
Guidance and counseling	20.8
Health services	35.3
Library or A-V resources	62.8
Textbooks	48.8

13 Five-Year Trends

In the past five years (since 1978) have the following decreased, stayed about the same, or increased in your high school? *(For **each** characteristic, check one box)*

		Percentages		
		Decreased	Stayed About the Same	Increased
13.1	Average class size	26.7	53.1	20.2
13.2	School's enrollment in grades 9 through 12	38.1	25.9	36.0
13.3	Percent of minority students in grades 9 through 12	5.7	57.0	37.3
13.4	Percent of students from low-income families in grades 9 through 12	6.2	66.2	27.6
13.5	Percent of non-Catholic students in grades 9 through 12	7.1	48.1	44.8
13.6	Number in grades 9 through 12 who request transfer to public high school	16.5	73.9	9.7
13.7	Student academic achievement as shown on standardized test scores	7.8	51.3	40.9
13.8	Number of students involved in co-curricular activities	5.7	51.2	43.1
13.9	Serious disciplinary problems	54.5	44.5	1.0

		Percentages		
		Decreased	Stayed About the Same	Increased
13.10	Percent of students entering four-year college after graduation	6.8	62.2	31.0
13.11	Number of professional staff	25.6	31.2	43.2
13.12	Number of specialists (e.g., special education teachers, psychologists, resource teachers, media specialists, etc.)	6.9	68.2	24.9
13.13	Percent of lay teachers	3.3	35.2	61.5
13.14	Time spent in joint planning among teachers	1.4	51.6	47.0
13.15	Time spent in interdepartmental planning	2.6	59.6	37.8
13.16	Number of persons involved in school decision-making	1.8	40.4	57.8
13.17	Number of courses required for graduation	0.1	46.4	53.5
13.18	Number of electives offered	18.6	32.7	48.7
13.19	Emphasis on basic reading, writing, and mathematics skills	0.8	36.2	63.0
13.20	Number of religion credits required for graduation	0.9	82.6	16.5
13.21	School's per-pupil budget	1.4	5.4	93.3
13.22	Use of school facilities by community organizations	4.1	58.9	37.0
13.23	Parent involvement	4.6	50.5	44.9
13.24	Establishment of goal-setting and long-term planning	0.7	34.8	64.5
13.25	Teacher interest in collective bargaining or unionization	11.9	73.9	14.3
13.26	Percent of non-Catholic teachers	11.9	65.1	23.1

14 Needs and Achievements

Listed below are 45 areas of school life. For each, give your evaluation of how well your high school is operating in that area. These are the possible responses:

1 Our work in this area is **outstanding.**
2 Our work in this area is **quite good.**
3 Our work in this area is **satisfactory.**
4 Our work in this area is **fair.**
5 Our work in this area is **poor.**
6 This topic is **not important, desirable, or relevant** to our school's mission or constituency.

REMINDER: Your answers are confidential. No information will be released on individual schools without written permission from the principal.

		Percentages					
	*Check one box for **each** area*	Outstanding	Quite Good	Satisfactory	Fair	Poor	Not Important, Etc.
14.1	Long-range curricular planning	6.3	41.1	36.0	13.3	3.2	0.1
14.2	Presenting church teachings on important social issues	13.2	51.1	26.8	8.2	0.8	0
14.3	Career counseling	12.3	42.2	34.1	9.2	1.9	0.3
14.4	Mathematics curriculum	26.8	49.7	20.2	3.0	0.2	0.1
14.5	Computer-assisted teaching	4.9	20.0	24.1	24.3	20.0	6.6
14.6	Developing computer literacy	11.8	32.0	26.8	20.3	8.3	0.8
14.7	Science curriculum	19.5	54.9	22.1	3.2	0.3	0
14.8	Stimulating progress in writing skills	13.9	48.0	31.4	6.4	0.5	0
14.9	Chemical awareness	5.8	37.1	43.5	11.7	1.7	0.2
14.10	Education in sexuality, marriage, and family life	17.0	52.4	23.1	6.3	1.2	0
14.11	Promoting growth in expression and appreciation of the arts	6.6	29.0	33.7	20.7	9.5	0.5
14.12	Providing quality education for the handicapped	0.7	5.9	20.3	14.7	15.3	43.1

*See instruction manual for additional information on all questions marked with an asterisk (*).

Check one box for ***each*** *area*	Percentages Outstanding	Quite Good	Satisfactory	Fair	Poor	Not Important Etc
14.13 Responding to the special needs of minority students	5.1	16.6	33.9	20.1	7.7	16.6
14.14 Recruiting and retaining low-income students	5.6	19.4	26.3	23.6	16.3	8.9
14.15 Remedial work in basic skills (Reading, writing, math)	6.1	29.8	36.7	15.6	1.6	10.0
14.16 Accommodating students' individual learning styles	4.5	27.9	42.2	20.4	3.4	1.6
14.17 Providing challenging opportunities for gifted students	15.9	43.9	23.6	12.3	3.6	0.7
14.18 Development (e.g., alumni affairs, communicating with constituents, creating a fundraising strategy, etc.)	12.5	29.3	22.8	19.5	14.4	1.4
14.19 Fundraisers	15.9	35.9	26.8	15.4	5.1	0.9
14.20 Public relations	10.7	39.2	32.9	14.5	2.6	0.1
14.21 Building a sense of community among students and staff	23.1	49.2	21.5	5.6	0.5	0.1
14.22 Staff professional development	5.0	40.8	40.9	12.1	0.9	0.2
14.23 Staff morale	17.1	58.0	20.7	3.6	0.5	0
14.24 Involving feeder school parishes in the life of the school	4.7	23.7	32.2	22.6	9.8	7.0
14.25 Incorporating parents and families into the life of the school	7.7	34.7	35.0	17.5	4.2	0.9
14.26 Interacting with the community immediately surrounding the school	3.5	19.1	39.2	23.8	9.9	4.4
14.27 Involving parents and community in school decision-making	1.6	11.5	38.0	29.5	12.8	6.6
14.28 Religious education of Catholic students	30.6	54.6	12.7	1.8	0.2	0

Check one box for ***each*** *area*	Percentages Outstanding	Quite Good	Satisfactory	Fair	Poor	Not Important Etc
14.29 Religious education of non-Catholic students	13.8	49.4	26.3	4.0	1.9	4.5
14.30 Creating among students compassion for people in need	11.9	50.7	30.1	6.8	0.6	0
14.31 Providing challenging service opportunities for students	11.9	37.0	30.4	13.8	6.6	0.3
14.32 Promoting faith development among students	12.0	53.7	28.7	5.3	0.2	0.1
14.33 Promoting faith development among staff	5.8	37.3	40.1	14.2	2.3	0.3
14.34 Encouraging religious vocations	3.6	21.2	36.7	26.9	10.5	1.0
14.35 Education for responsible stewardship of the earth and its resources	2.4	29.1	45.2	20.5	2.5	0.3
14.36 Involving students in school decision-making	2.7	16.4	43.0	25.9	8.4	3.5
14.37 Campus ministry or youth ministry	15.4	30.8	27.2	16.2	6.1	4.3
14.38 Creating a caring and benevolent school environment	27.0	49.5	20.1	3.1	0.3	0
14.39 Maintaining an effective discipline policy	30.3	59.4	9.5	0.8	0	0
14.40 Providing quality retreat programs for students	28.9	40.1	18.1	7.8	4.3	0.7
14.41 Value or moral education	23.9	59.9	14.5	1.6	0.1	0
14.42 Providing effective, vocationally-oriented curricula for non-college-bound students	3.8	16.7	29.3	19.0	9.3	22.1
14.43 Creating strong loyalty to the school among the alumni	10.6	27.7	27.2	22.3	11.2	1.0
14.44 Helping students develop a healthy self-image	13.9	57.0	26.5	2.5	0	0
14.45 Developing sensitivity to racial and ethnic minorities	7.6	32.7	38.9	16.9	3.3	0.7

APPENDIX C

Significant Achievements in Catholic Schools

Introduction

Principals and others interested in the improvement of Catholic high schools often ask for models of various elements of Catholic education that might be identified and emulated. Appendix C provides a list of Catholic high schools that report significant achievements in each of nine categories. The schools are grouped by geographical region, and the name of a contact person is given for each school. On page 226 the regions, categories, and areas of achievement within categories are listed. Also included is a sample showing the components of each description.

One important benefit of this study is the opportunity it affords to direct schools having difficulty to other relatively nearby schools that have found an effective way to deal with a similar difficulty. Those who find this information useful would aid the project significantly by telling the authors about their use of it.

REGIONS

NEW ENGLAND
MID EAST
GREAT LAKES
PLAINS
SOUTH EAST
WEST/FAR WEST
PUERTO RICO

PROGRAMS AND AREA OF ACHIEVEMENTS

ADMINISTRATION

Mission Statement/Goals/Philosophy
Long Range Planning
Financial Management
Institutional Survival
Institutional Change in Curriculum/Philosophy
Physical Plant
Other Administrative Successes

FACULTY

High Moral of Faculty/Staff
Low Turnover of Faculty
Professional In-Service Training
Spiritual In-Service Training
Evaluation of Faculty/Staff
Other Faculty Achievements

STUDENTS

Diversity of Race, Cultures and Traditions
Student Activities, Unspecified or Other
Enhancement of Student Self-Image
Discipline as a Learning Tool
Recruitment of High Percentage Non-Catholic Students
Recruitment Techniques
High Percentage Post High School Education
Large Number in Co-Curricular Programs
High Percentage Low-Income Students

CURRICULUM

Academic Excellence in General
Academic Excellence Naming Specific Techniques
Science and/or Mathematics Model Program
Writing/English Skills Model Program
Computer Education/Literacy Model Program
Guidance Model Program
Chemical Dependency — Individual or Group Model Program
Gifted/Talented/College Preparatory Model Program
Other Specific Model Programs Including Fine Arts

SPIRITUAL CLIMATE

Christian Community Involving Students/Parents/Teachers
Campus Ministry — Generic
Campus Ministry with Specific Elements
Retreats — Students Only
Retreats — Students and Others
Liturgy and Sacraments
Service Programs — Students Only
Service Programs — Students and Others
Kudos

PARENTS

Parent Pride/Satisfaction/Enthusiasm
Learning Programs for Parents
School Board
Parental Involvement In School Life
Other Parental Relationships

DEVELOPMENT

Parish Involvement through Student Service
Alumnae/i Programs
Endowment
Model Development Programs
Public Relations

FINANCES

Negotiated Tuition
Financial Stabilization
Fund Raising — Generic
Fund Raising by Single Group/from Single Source
Fund Raising by Two or More Groups/Cooperative Effort
Fund Raising from Single Named Event
Other Financial Success

RELIGION

Cognitive Subject Matter
Religion Curriculum — Generic
Religion Curriculum — Specific Courses
Theology Courses — Small Group
Peace and Justice Issues

REGION	NEW ENGLAND
PROGRAMS	CURRICULUM
AREA OF ACHIEVEMENT	**Academic Excellence in General**
SCHOOL	Xaverian Brothers HS
ADDRESS	800 Clapboardtree St Westwood, MA 02091
CONTACT PERSON	Br William Drinan
TELEPHONE	(617) 326-6392

Mt St Charles Academy HS Dept
800 Logee St
Woonsocket, RI 02895
Br R Reimsant
(401) 769-0310

Academic Excellence Naming Specific Techniques

St Gregory HS
2214 Dorchester Ave
Dorchester, MA 02124
Sr Karen Hokanson
(617) 296-7167

St Paul Catholic HS
Stafford Ave & Maltby St
Bristol, CT 06010
Sr Judith
(203) 584-0911

St Joseph HS
2320 Huntington Turnpike
Trumbull, CT 06611
Tom Walsh
(203) 378-9378

Guidance Model Program

Cathedral HS
260 Surrey Rd
Springfield, MA 01118
Sr Margaret McNaughton
(413) 782-5285

Presentation of Mary Academy
209 Lawrence St
Methuen, MA 01844
Sr Florence Falardeau
(607) 682-9391

NEW ENGLAND

ADMINISTRATION

Institutional Survival

Holyoke Catholic HS
PO Box 1129
Holyoke, MA 01041
Sr Patricia Feeley
(413) 533-0347

Physical Plant

Holyoke Catholic HS
PO Box 1129
Holyoke, MA 01041
Director
(413) 533-0347

Notre Dame Catholic HS
220 Jefferson St
Fairfield, CT 06432
Armand Fabbri
(203) 372-6521

Sacred Heart Academy
265 Benham St
Hamden, CT 06514
Sr Ritamary Schulz
(203) 288-2309

Other Administrative Successes

Notre Dame Catholic HS
220 Jefferson St
Fairfield, CT 06432
Armand Fabbri
(203) 372-6521

FACULTY

High Morale of Faculty/Staff

St Patrick HS
26 Chestnut St
Watertown, MA 02172
Br Thomas Morrissey
(617) 923-1337

Professional In-Service Training

St Patrick HS
26 Chestnut St
Watertown, MA 02172
Br Thomas Morrissey
(617) 923-1337

Spiritual In-Service Training

Presentation of Mary Academy
209 Lawrence St
Methuen, MA 01844
Sr Therese Bucher
(607) 682-9391

Evaluation of Faculty/Staff

Archbishop William's HS
80 Independence Ave
Braintree, MA 02184
Rev John Pallard
(617) 843-3636

STUDENTS

Diversity of Race, Cultures and Traditions

Cathedral HS
74 Union Park St
Boston, MA 02118
Sr Patricia Keaveney
(617) 542-2361

St Gregory HS
2214 Dorchester Ave
Dorchester, MA 02124
Sr Agnes P Connelly
(617) 296-3332

Student Activities, Unspecified or Other

Our Lady of Nazareth Academy
14 Winship Dr
Wakefield, MA 01880
Pat McDonough
(617) 245-0749

Cardinal Cushing High for Girls
50 W Broadway
South Boston, MA 02127
Sr Pat Butler
(617) 268-2091

Catholic Memorial HS
235 Baker St
West Roxbury, MA 02132
James C. Timoney
(617) 323-1861

St Paul Catholic HS
Stafford Ave & Maltby St
Bristol, CT 06010
Sr Anne Dean
(203) 584-0911

Discipline as a Learning Tool

Cathedral HS
260 Surrey Rd
Springfield, MA 01118
Sr Julie Edwina
(413) 782-5285

Austin Preparatory School
101 Willow St
Reading, MA 01867
Rev Thomas Kenney
(617) 944-4900

Christopher Columbus HS
PO Box 115
Boston, MA 02113
Br Paul Alves
(617) 742-2626

Cathedral HS
74 Union Park St
Boston, MA 02118
Patricia Savoy
(617) 542-2362

Cardinal Cushing High for Girls
50 W Broadway
South Boston, MA 02127
Paul Pickard
(617) 268-1912

Pope John XXIII HS
888 Broadway
Everett, MA 02149
Sr Cor Marie
(617) 387-7692

Bishop Guertin HS
Lund Rd
Nashua, NH 03060
M. Militello
(603) 889-4107

High Percentage Post High School Education

Holyoke Catholic HS
PO Box 1129
Holyoke, MA 01041
Sr Patricia Feeley
(413) 533-0347

Austin Preparatory Schl
101 Willow St
Reading, MA 01867
Rev Thomas Kenney
(617) 944-4900

Large Number in Co-Curriculum Programs

Catholic Memorial HS
235 Baker St
West Roxbury, MA 02132
James C. Timoney
(617) 323-1861

CURRICULUM

Academic Excellence in General

Xaverian Brothers HS
800 Clapboardtree St
Westwood, MA 02091
Br William Drinan
(617) 326-6392

Mt St Charles Academy HS Dept
800 Logee St
Woonsocket, RI 02895
Br R Reimsant
(401) 769-0310

Academic Excellence Naming Specific Techniques

St Gregory HS
2214 Dorchester Ave
Dorchester, MA 02124
Sr Karen Hokanson
(617) 296-7167

Bishop Guertin HS
Lund Rd
Nashua, NH 03060
M Militello
(603) 889-4107

Science and/or Mathematics Model Program

St Peter-Marian HS
781 Grove St
Worcester, MA 01605
Joseph Hurley
(617) 852-5555

St Bernard HS
1593 Norwich-New London T
Uncasville, CT 06382
Michael Doyle
(203) 848-1271

Writing/English Skills Model Program

Boston College HS
150 Morrissey Blvd
Dorchester, MA 02125
Kevin Kyrock
(617) 436-3900

Arlington Catholic HS
16 Medford St
Arlington, MA 02174
William Murray
(617) 646-7770

Bishop Brady HS
25 Columbus Ave
Concord, NH 03301
Kirk Spofford
(603) 224-7418

St Joseph HS
2320 Huntington Turnpike
Trumbull, CT 06611
Norm De Tullio
(203) 378-9378

Computer Education/Literacy Model Program

St Peter-Marian HS
781 Grove St
Worcester, MA 01605
Kenneth Scott
(617) 852-5555

Pope John XXIII HS
888 Broadway
Everett, MA 02149
Sr Carolyn Lesz
(617) 389-0240

Bishop Hendricken HS
2615 Warwick Ave
Warwick, RI 02889
Br Ken Gronden
(401) 739-0130

St Paul Catholic HS
Stafford Ave & Maltby St
Bristol, CT 06010
Sr Judith
(203) 584-0911

St Joseph HS
2320 Huntington Turnpike
Trumbull, CT 06611
Tom Walsh
(203) 378-9378

Guidance Model Program

Cathedral HS
260 Surrey Rd
Springfield, MA 01118
Sr Margaret McNaughton
(413) 782-5285

Presentation of Mary Academy
209 Lawrence St
Methuen, MA 01844
Sr Florence Falardeau
(607) 682-9391

Our Lady of Nazareth Academy
14 Winship Dr
Wakefield, MA 01880
Pat McDonough
(617) 245-0749

Cardinal Cushing High for Girls
50 W Broadway
South Boston, MA 02127
Dot Lynch
(617) 268-2091

Arlington Catholic HS
16 Medford St
Arlington, MA 02174
Sr Marie Assumpta
(617) 646-8255

Bishop Guertin HS
Lund Rd
Nashua, NH 03060
M Militello
(603) 889-4107

Sacred Heart Academy
265 Benham St
Hamden, CT 06514
Sr Ritamary Schulz
(203) 288-2309

Gifted/Talented/College Preparatory Model Program

Catholic Memorial HS
235 Baker St
West Roxbury, MA 02132
James C. Timoney
(617) 323-1861

Bishop Henricken HS
2615 Warwick Ave
Warwick, RI 02889
James Montague
(401) 739-0130

Other Specific Model Programs Including Fine Arts

St. Columbkille Secondary Schl
25 Arlington St.
Brighton, MA 02135
Sr Lellian Hartneg
(617) 782-4440

Bishop Feehan HS
Attleboro, MA 02703
Sr Mary Faith Harding
(617) 222-7950

Fairfield College Prep Schl
North Benson Rd
Fairfield, CT 06430
Robert Perrotta
(203) 255-5411

Cathedral HS
260 Surrey Rd
Springfield, MA 01118
John Miller
(413) 782-5285

St. Columbkille Secondary Schl
25 Arlington St.
Brighton, MA 02135
Ann Flaherty
(617) 782-4440

St Bernard HS
1593 Norwich-New London T
Uncasville, CT 06382
Joseph Spano
(203) 848-1271

SPIRITUAL CLIMATE

Kudos

Coyle & Cassidy HS
2 Hamilton St
Tauton, MA 02780
Michael Donly
(617) 823-6164

Christian Community Involving Students/Parents/Teachers

St Mary's HS
25 Bartlett St
Westfield, MA 01085
Rev Warren Savage
(413) 568-7489

Xaverian Brothers HS
800 Clapboardtree St
Westwood, MA 02091
Br William Drinan
(617) 326-6392

Cathedral HS
74 Union Park St
Boston, MA 02118
Sr Patricia Keaveney
(617) 542-2361

Coyle & Cassidy HS
2 Hamilton St
Tauton, MA 02780
Michael Donly
(617) 823-6164

Mt St Charles Academy HS Dept
800 Logee St
Woonsocket, RI 02895
Br Ray Reinsant
(401) 769-0310

Northwest Catholic HS
29 Wampanoag Dr
West Hartford, CT 06117
Sr Doris Regan
(203) 236-4221

Campus Ministry — Generic

Hudson Catholic HS
Main St
Hudson, MA 01749
Mary Ann Stankus
(617) 562-6701

Xaverian Brothers HS
800 Clapboardtree St
Westwood, MA 02091
Sr Kathleen Hegerty
(617) 326-6392

Campus Ministry with Specific Elements

Our Lady of Nazareth Academy
14 Winship Dr
Wakefield, MA 01880
Pat McGrew
(617) 245-0749

Malden Catholic HS
99 Crystal St
Malden, MA 02418
Br Jerry O'Leary
(617) 322-3098

Bishop Feehan HS
Attleboro, MA 02703
Sr Vivian Plante
(617) 226-0426

Bishop Brady HS
25 Columbus Ave
Concord, NH 03301
Rev Mitch Wamat
(603) 224-7418

Retreats — Students Only

Bishop Connolly HS
373 Elsbree St
Fall River, MA 02720
Philip Geogan
(617) 676-1071

Northwest Catholic HS
29 Wampanoag Dr
West Hartford, CT 06117
Mike Griffin
(203) 236-4221

Fairfield College Prep Schl
North Benson Rd
Fairfield, CT 06430
Rev Ron Perry
(203) 255-2411

Retreats — Students and Others

St Bernard HS
1593 Norwich-New London T
Uncasville, CT 06382
L Clark Lehlsue
(203) 848-1271

Liturgy and Sacraments

St Mary's HS
25 Bartlett St
Westfield, MA 01085
Sr Mary McGeer
(413) 568-5692

St Peter-Marian HS
781 Grove St
Worcester, MA 01605
Margaret Lareau
(617) 852-5555

Austin Preparatory Schl
101 Willow St
Reading, MA 01867
Rev Thomas Kenney
(617) 944-4900

Service Programs — Students Only

St Mary's HS
25 Bartlett St
Westfield, MA 01085
Fred Becklo
(413) 568-5692

Hudson Catholic HS
Main St
Hudson, MA 01749
Mary Ann Stankus
(617) 562-6701

Boston College HS
150 Morrissey Blvd
Dorchester, MA 02125
Phil Pusateri
(617) 436-3900

N Cambridge Catholic HS
40 Norris St
Cambridge, MA 02140
Barbara Kotner
(617) 876-6068

Northwest Catholic HS
29 Wampanoag Dr
West Hartford, CT 06117
Mike Griffin
(203) 236-4221

Service Programs — Students and Others

Christopher Columbus HS
PO Box 115
Boston, MA 02113
Rev Alphonse Umana
(617) 742-2626

Bishop Connolly HS
373 Elsbree St
Fall River, MA 02720
Richard Wolf
(617) 676-1071

Bishop Brady HS
25 Columbus Ave
Concord, NH 03301
Theresa Odell
(603) 224-7418

Fairfield College Prep Schl
North Benson Rd
Fairfield, CT 06430
Michael Quinn
(203) 255-5411

Central Catholic HS
West Rocks Rd
Norwalk, CT 06851
Rev Thomas Thorne
(203) 847-3881

PARENTS

Learning Programs for Parents

St Gregory HS
2214 Dorchester Ave
Dorchester, MA 02124
Sr Betty Shea
(617) 296-0840

Parental Involvement In School Life

Archbishop William's HS
80 Independence Ave
Braintree, MA 02184
Myles McCabe
(617) 747-1100

Coyle & Cassidy HS
2 Hamilton St
Tauton, MA 02780
Michael Donly
(617) 823-6164

DEVELOPMENT

Alumnae/i Programs

Bishop Connolly HS
373 Elsbree St
Fall River, MA 02720
George Mahan
(617) 676-1071

Endowment

Sacred Heart Academy
265 Benham St
Hamden, CT 06514
Sr Ritamary Schulz
(203) 288-2309

Model Development Programs

Christopher Columbus HS
PO Box 115
Boston, MA 02113
David McKay
(617) 742-2626

Bishop Feehan HS
Attleboro, MA 02703
Peter Galligan
(617) 222-0090

Public Relations

Archbishop William's HS
80 Independence Ave
Braintree, MA 02184
Sr Judy Simons
(617) 843-3636

FINANCES

Fund Raising by Two or More Groups/Cooperative Effort

St Mary's HS
35 Tremont St
Lynn, MA 01902
Sr Marie Gurry
(617) 595-7885

Mt St Charles Academy HS Dept
800 Logee St
Woonsocket, RI 02895
Br R Reimsant
(401) 769-0310

Central Catholic HS
West Rocks Rd
Norwalk, CT 06851
Cynthia Lapolla
(203) 847-3881

Other Financial Success

Notre Dame Catholic HS
220 Jefferson St
Fairfield, CT 06432
Armand Fabbri
(203) 372-6521

RELIGION

Cognitive/Subject Matter

Malden Catholic HS
99 Crystal St
Malden, MA 02148
Br Daniel Wiggin
(617) 322-3098

Religion Curriculum — Generic

Presentation of Mary Academy
209 Lawrence St
Methuen, MA 01844
Sr Germaine Temers
(607) 682-9391

Pope John XXIII HS
888 Broadway
Everett, MA 02149
Rev Michael Regan
(617) 389-0240

Arlington Catholic HS
16 Medford St
Arlington, MA 02174
Mary Cunningham
(617) 646-7770

Bishop Hendricken HS
2615 Warwick Ave
Warwick, RI 02889
Br Justin O'Connell
(401) 739-3450

Religion Curriculum — Specific Courses

Hudson Catholic HS
Main St
Hudson, MA 01749
Sr Barbara Barvy
(617) 562-6731

St Joseph HS
2320 Huntington Turnpike
Trumbull, CT 06611
Ken Mayo
(203) 378-9378

Peace and Justice Issues

N Cambridge Catholic HS
40 Norris St
Cambridge, MA 02140
Sr Maria Najja
(617) 876-6068

MIDEAST

ADMINISTRATION

Mission Statement/Goals/Philosophy

Quigley HS
Baden, PA 15005
Rev John S. Hoehl
(412) 869-2188

Long Range Planning

Fontbonne Hall
9901 Shore Rd
Brooklyn, NY 11209
Sr Marie Tramontona
(212) 748-2244

Villa Maria Academy
2403 W Lake Rd
Erie, PA 16505
Sr Rosemary O'Brian
(814) 838-2061

Bishop Shanahan HS
W Gay & Everhart Sts
West Chester, PA 19380
Sr Agnella
(215) 696-7604

Institutional Change in Curriculum/Philosophy

Union Catholic Regional HS
1600 Martine Ave
Scotch Plains, NJ 07076
Sr Percy Lee Hart
(201) 889-1600

Physical Plant

Holy Family Academy
239 Ave A
Bayonne, NJ 07002
Principal
(201) 339-7341

The Ursuline HS
1354 North Ave.
New Rochelle, NJ 10804
Nancy D'Leva
(914) 636-8352

Other Administrative Successes

Morris Catholic Regional High
Morris Ave
Denville, NJ 07834
Ellen Falduto
(201) 627-6660

Bishop McNamara HS
6800 Marlboro Pike
Forestville, MD 20747
Br Walter Kramar
(301) 735-8401

Immaculate Conception HS
33 Cottage Place
Montclair, NJ 07042
Sr Doris Ann
(201) 744-7445

Blessed Sacrement HS
24 Shea Place
New Rochelle, NY 10805
Br Robert B. McNamara
(914) 632-2595

Rome Catholic HS
800 Cypress St
Rome, NY 13440
Sr Mary Salvaterra
(315) 336-6190

Central Catholic HS
4th & Chew Sts
Allentown, PA 18102
James Hodrick
(215) 437-4601

Bishop McNamara HS
6800 Marlboro Pike
Forestville, MD 20747
Br Walter Kramar
(301) 735-8401

Marin Spalding HS
8080 New Cut Rd
Severn, MD 21144
Ed Leimkuhler
(301) 969-9105

FACULTY

High Morale of Faculty/Staff

Union Catholic Regional HS
1600 Martine Ave
Scotch Plains, NJ 07076
Sr Percy Lee Hart
(201) 889-1600

Our Lady of Good Counsel HS
243 Woodside Ave
Newark, NJ 07104
Sr Grace Eileen
(201) 482-1209

Fordham Prep Schl
E Fordham Rd
Bronx, NY 10458
Rev R Starratt
(212) 367-7500

St Gabriels HS
50 Washington Ave
New Rochelle, NY 10801
Dennis O'Donnell
(914) 235-0414

Blessed Sacrament HS
24 Shea Place
New Rochelle, NY 10805
Br Robert B McNamara
(914) 632-2595

Albertus Magnus HS
Rt 304 Germonds Rd
Bardonia, NY 10954
Sr Jeanine Nolan
(914) 623-8842

Mt St Mary HS
3756 Delaware Ave
Kenmore, NY 14217
Sr Kathleen Kane
(716) 877-1358

Marian HS
Rd 1
Tamaqua, PA 18252
J. Malarkey
(717) 467-3335

Low Turnover of Faculty

Notre Dame Schl
168-170 W 79th St
New York, NY 10024
Sr Mary Dolan
(212) 362-2424

Bishop Neumann HS
901 Penn St
Williamsport, PA 17701
Sr Joseph M Germershausen
(717) 323-9953

Professional In-Service Training

Bishop Walsh HS
Bishop Walsh Dr
Cumberland, MD 21502
Rev Phillip Deporter
(301) 724-5360

Spiritual In-Service Training

Bishop O'Hara HS
501 E Drinker St
Dunmore, PA 18512
Rev Dominic Lorenzetti
(717) 346-7541

Other Faculty Achievements

La Salle College HS
8605 Cheltenham Ave
Philadelphia, PA 19118
Br Andrew Bortley
(215) 233-2911

STUDENTS

Diversity of Race, Cultures and Traditions

St Marys HS
209 3rd St
Jersey City, NJ 07302
Lois Cahill
(201) 656-8008

St Peters Preparatory Schl
144 Grand St
Jersey City, NJ 07302
Rev John E Browning
(201) 434-4400

Paterson Catholic Regional HS
764 11th Ave
Paterson, NJ 07514
Sr Germaine
(201) 278-1024

Cardinal Spellman HS
1991 Needham Ave
Bronx, NY 10466
Rev Gannon
(212) 881-8000

St Joseph HS
800 Willoughby St
Brooklyn, NY 11201
Sr Teresa Ryan
(212) 624-3618

Mercy HS
Ostrander Ave
Riverhead Long Island, NY 11901
Sr Maura Costello
(516) 727-0733

Villa Maria HS
Villa Maria, PA 16155
Sr Karen Walsh
(412) 964-8886

Student Activities, Unspecified or Other

Marymount International Schl
Apo New York, NY 09794
Sr Catherine Manning
(212) 328-0671

Aquinas HS
Belmont Ave & E 182nd St
Bronx, NY 10457
Sr Margaret Ryan
(212) 367-2113

Aquinas HS
Belmont Ave & E 182nd St
Bronx, NY 10457
Sr Margaret Teohun
(212) 367-5566

St Gabriels HS
50 Washington Ave
New Rochelle, NY 10801
Ms Castello
(914) 235-0414

St Mary Academy HS Dept
Parsons Ave
Hoosick Falls, NY 12090
Br Bernard Hanson
(518) 686-4314

Academy of the Sacred Heart HS
713 Washington St
Hoboken, NJ 07030
John Uriarte
(201) 659-7139

Mackin Catholic HS
2200 California St NW
Washington, DC 20008
Dan Curtin
(201) 332-6000

La Reine HS
5100 Silver Hill Rd
Suitland, MD 20746
Sr M Pieta
(301) 735-5110

Enhancement of Student Self-Image

St Michaels Regional HS
1501 New York Ave
Union City, NJ 07087
Karen Graham
(301) 867-3755

Mount St John Academy
High School Dept
Gladstone, NJ 07934
M. Kentas
(201) 234-0640

The Franciscan Academy
2500 Grant Blvd
Syracuse, NY 13208
Mary Ellen Colella
(315) 474-2401

Discipline as a Learning Tool

Seton Hall Prep Schl
South Orange, NJ 07079
Peter Butler
(201) 761-9500

St Michaels Regional HS
1501 New York Ave
Union City, NJ 07087
Sr Grace Imelde
(201) 867-3755

Paramus Catholic HS Boys Division
425 Paramus Rd
Paramus, NJ 07652
Br Jerome Sullivan
(201) 445-6465

All Hallows Institute Secondary Dept
111 E 164th St
Bronx, NY 10452
Br Casey
(212) 293-4545

Bishop Loughlin Memorial HS
357 Clermont Ave
Brooklyn, NY 11238
James Dorney
212-857-2700

Immaculate Heart Central HS
1316 Ives St
Watertown, NY 13601
Mr Burgess
(315) 788-4670

Mt St Mary HS
3756 Delaware Ave
Kenmore, NY 14217
Sr Kathleen Kane
(716) 877-1358

Cathedral Prep Schl
225 W Ninth St
Erie, PA 16501
Rev Hahn
(814) 456-6943

Lancaster Catholic HS
650 Juliette Ave
Lancaster, PA 17601
Anthony De Pavlo
(717) 393-0454

Central Catholic HS
4th & Chew Sts
Allentown, PA 18102
Sr Judith Cleary
(215) 437-4601

Roman Catholic HS for Boys
Broad & Vine Sts
Philadelphia, PA 19107
Rev Andrew Haron
(215) 627-1270

Bishop Shanahan HS
W Gay & Everhart Sts
West Chester, PA 19380
Frank Neilla
(215) 696-7604

St Patrick's Academy
924 G St NW
Washington, DC 20001
Sr M Eleanor Anne
(202) 638-3353

Recruitment of High Percentage Non-Catholic Students

Paterson Catholic Regional HS
764 11th Ave
Paterson, NJ 07514
Sr Philomenn Fleck
(201) 278-1024

McQuaid Jesuit HS
1800 Clinton Ave S
Rochester, NY 14618
Rev Joseph Demaio
(716) 473-1130

Recruitment Techniques

Sacred Heart HS
N East Ave
Vineland, NJ 08360
Sr Eileen Fenton
(609) 691-4491

Monsignor Donovan HS
711 Hooper Ave
Toms River, NJ 08753
Sr Carmilla V Dimatteo
(201) 349-8801

Archbishop John Carroll HS
209 Matson Ford Rd
Radnor, PA 19087
Sr Mary of Lourdes
(201) 688-7613

High Percentage Post High School Education

Don Bosco Technical HS
202 Union Ave
Paterson, NJ 07502

Rev Mike Mendl
(201) 595-8802

St Johns Villa Academy HS
26 Landis Ave
Staten Island, NY 10305
Lois Darold
(212) 442-6240

Serra HS
200 Hersey Dr
McKeesport, PA 15132
Sr Marie Flaherty
(412) 751-2020

Large Number in Co-Curricular Programs

Countess Moore Catholic HS
100 Merrill Ave
Staten Island, NY 10314
Warren Finley
(212) 761-9200

Aquinas HS
Belmont Ave & E 182nd St
Bronx, NY 10457
Sr Bridget Kenerg
(212) 365-4535

Cardinal Spellman HS
1991 Needham Ave
Bronx, NY 10466
Rev Maloney
(212) 881-8000

Saratoga Central Cathlic HS
247 S Broadway
Saratoga Springs, NY 12866
Tim Houpnich
(518) 587-7070

Bishop Hafey HS
22nd & Rose St
Hazleton, PA 18201
Sr Anne Marie
(717) 455-9431

St James Catholic Boys HS
21st & Potter Sts
Chester, PA 19013
Br Raymond Purcell
(215) 876-9195

John W Hallahan Catholic Girls School
19th & Wood Sts
Philadelphia, PA 19103
Sr Chris
(215) 563-8930

Archbishop Ryan HS for Girls
11201 Academy Rd
Philadelphia, PA 19145
Gene Cicimaro
(215) 637-1800

De Matha Catholic HS
4313 Madison St
Hyattsville, MD 20781
John Mitchell
(301) 864-3666

Calvert Hall College HS
8102 La Salle Rd
Towson, MD 21204
Charles Freitag
(301) 825-4266

Mercy HS
1300 E Northern Parkway
Baltimore, MD 21239
Tona Riggio
(301) 433-8880

High Percentage Low-Income Students

Our Lady of Good Counsel HS
243 Woodside Ave
Newark, NJ 07104
Sr Grace Eileen
(201) 482-1209

Bishop Loughlin Memorial HS
357 Clermont Ave
Brooklyn, NY 11238
Br Daniel Casey
(212) 857-2700

CURRICULUM

Academic Excellence in General

Paramus Catholic HS Boys Div
425 Paramus Rd
Paramus, NJ 07652
Br Jerome Sullivan
(201) 445-6465

The Ursuline HS
1354 North Ave
New Rochelle, NY 10804
Sr Jean Byteste Nechilem
(914) 636-3950

Sacred Heart HS
6202 Alder St
Pittsburgh, PA 15206
Carol Truschel
(412) 361-2933

La Salle College HS
8605 Cheltenham Ave
Philadelphia, PA 19118
Br Frank Danielski
(215) 233-2911

Georgetown Visitation Prep Sch
1524 35th St NW
Washington, DC 20007
Sr M Berchmans Hannan
(202) 337-3350

Academic Excellence Naming Specific Techniques

Countess Moore Catholic HS
100 Merrill Ave
Staten Island, NY 10314
Principal
(212) 761-9200

De Sales HS
90 Pulteney St
Geneva, NY 14456
Sam Boncaro
(315) 789-1900

Cardinal Mooney HS
800 Maiden Lane
Rochester, NY 14615
Sr Barbara Weyand
(716) 865-1000

St John's College HS
2607 Military Rd NW
Washington, DC 20015
Br Charles Mrozinski
(202) 363-2316

Science and/or Mathematics Model Program

Seton Hall Prep Schl
South Orange, NJ 07079
Aldo Itri
(201) 761-9549

Villa Victoria Academy HS
River Rd
Trenton, NJ 08628
Mr Cojerian
(609) 882-7200

John F Kennedy HS
Somers, NY 10589
Sr Barbara Heil
(914) 232-5061

Mt St Mary HS
3756 Delaware Ave
Kenmore, NY 14217
Sr Kathleen Kane
(716) 877-1358

Serra HS
200 Hersey Dr
McKeesport, PA 15132
Sr Monie Flaherty
(412) 751-2020

Cathedral Prep Schl
225 W Ninth St
Erie, PA 16501
Miss Maxwell
(814) 452-3911

Lancaster Catholic HS
650 Juliette Ave
Lancaster, PA 17601
Ann Blom
(717) 393-0454

St Francis Academy
Monocacy Manor-395 Bridle Path
Bethlehem, PA 18017
Sr Frances Marie Duncan
(215) 691-5944

Bishop Hafey HS
22nd & Rose St
Hazleton, PA 18201
Lorraine Shema
(717) 455-9431

Archmere Academy
PO Box 130
Claymont, DE 19703
Mr Pomeroy
(312) 798-6632

Writing/English Skills Model Program

Seton Hall Prep Schl
South Orange, NJ 07079
Harry Dawson
(201) 761-9550

Oak Knoll of Holy Child HS
Blackburn Rd
Summit, NJ 07901
Harriet Marcus
(201) 273-1125

St Jean Baptiste HS
173 E 75th St
New York, NY 10021
Catherine O'Shea
(212) 288-1645

McQuaid Jesuit HS
1800 Clinton Ave S
Rochester, NY 14618
Charles Turk
(716) 473-1130

Sacred Heart HS
6202 Alder St
Pittsburgh, PA 15206
Ninfa Yurcon
(412) 361-2933

Archbishop John Carroll HS
209 Matson Ford Rd
Radnor, PA 19087
Sr Mary of Lourdes
(201) 688-7613

St Pius X HS
844 N Keim St
Pottstown, PA 19464
Ed Dolry
(215) 326-8990

Immaculate Conception Academy
950 24th St
Washington, DC 20037
Martha Simpson
(202) 333-5797

Elizabeth Seton HS
5715 Emerson St.
Bladensburg, MD 20710
Sandy Gettings
(301) 864-4532

Connelly Schl of the Holy Child
9029 Bradley Blvd
Potomac, MD 20854
Nancy Cholis
(301) 365-0955

Maryvale Preparatory Schl
Falls Rd
Brooklandville, MD 21022
Margaret Barry
(301) 252-3366

Computer Education/Literacy Model Program

Don Bosco Technical HS
202 Union Ave
Paterson, NJ 07502
Br Bert Cooper
(201) 595-8802

St Augustine Prep Schl
North Cedar Ave
Richland, NJ 08350
Mr. Garuji
(609) 697-2600

St Joseph Prep Seminary
Box 351
Princeton, NJ 08540
Br Carmen Ciardullo
(609) 452-2144

Power Memorial Academy
161 W 61st St
New York, NY 10023
Br Gregory Selitto
(212) 586-7353

St Peters HS for Boys
200 Clinton Ave
Staten Island, NY 10301
Br Dominic
(212) 447-1676

Monsignor Farrell HS
2900 Amboy Rd
Staten Island, NY 10306
Rev John Coniskey
(212) 987-2900

Fordham Prep Schl
E Fordham Rd
Bronx, NY 10458
Rev R Sloun
(212) 367-7500

Salesian HS
148 Main St
New Rochelle, NY 10801
Rev John Connolly
(914) 632-0248

Xaverian HS
7100 Shore Rd
Brooklyn, NY 11209
Br S Kietzman
(212) 836-7100

Christian Brothers Academy
6245 Randall Rd
Syracuse, NY 13214
Sam Uva
(305) 446-5960

Seton Catholic Central HS
70 Seminary Ave
Binghamton, NY 13905
Deborah McSorly Mizera
(607) 723-5307

Our Lady of Mercy HS
1437 Blossom Rd
Rochester, NY 14610
Sr Jacqueline Demars
(716) 288-7120

St Benedict Academy
330 E 10th St
Erie, PA 16503
Ted Kull
(814) 452-4072

St James Catholic Boys HS
21st & Potter Sts
Chester, PA 19013
John Cleary
(215) 876-9195

Bishop Egan HS
611 Wistar Rd
Fairless Hills, PA 19030
Br Mark McBride
(215) 945-6200

Roman Catholic HS for Boys
Broad & Vine Sts
Philadelphia, PA 19107
Edward Karapcik
(215) 627-1270

St Pius X HS
844 N Keim St
Pottstown, PA 19464
John Sengin
(215) 326-8990

La Reine HS
5100 Silver Hill Rd
Suitland, MD 20746
Sr M Rae Ann
(301) 735-5110

De Matha Catholic HS
4313 Madison St
Hyattsville, MD 20781
John Moylan
(301) 864-3666

Calvert Hall College HS
8102 La Salle Rd
Towson, MD 21204
Robert Young
(301) 825-4266

Guidance Model Program

Academy of the Sacred Heart HS
713 Washington St
Hoboken, NJ 07030
Sr Maria Cordis
(201) 659-5083

Immaculate Conception HS
33 Cottage Place
Montclair, NJ 07042
R Valeran
(201) 744-4115

Paterson Catholic Regional HS
764 11th Ave
Paterson, NJ 07514
Margaret Zucker
(201) 278-1024

Morris Catholic Regional High
Morris Ave
Denville, NJ 07834
Jane Runte
(201) 627-6660

Monsignor Donovan HS
711 Hooper Ave
Toms River, NJ 08753
Kathleen D'Audrea
(201) 349-386[illegible]

Monsignor Donovan HS
711 Hooper Ave
Toms River, NJ 08753
Robert Abatemarco
(201) 349-8801

Marymount International Schl
APO New York, NY 09794
Sr Therese McGraddy
(36[illegible]) 328-0671

St Jean Baptiste HS
173 E 75th St
New York, NY 10021
Rose Ancona
(212) 288-1645

Notre Dame Schl
168-170 W 79th St
New York, NY 10024
Corine Fitzpatrick
(212) 362-2424

All Hallows Institute Secd Dep
111 E 164th St
Bronx, NY 10452
Br Kribbs
(212) 293-4545

Mt St Michael Academy
4300 Murdock Ave
Bronx, NY 10466
Br Thomas Long
(212) 920-1122

St Gabriels HS
50 Washington Ave
New Rochelle, NY 10801
Sr Lois Dee
(914) 235-0414

The Ursuline HS
1354 North Ave
New Rochelle, NY 10804
Sr Ruth Ann Tully
(914) 636-2254

St Joseph HS
80 Willoughby St
Brooklyn, NY 11201
Sr Jeanne Ross
(212) 624-3618

Christian Brothers Academy
1 De La Salle Rd
Albany, NY 12208
Br Aloysius Myers
(518) 462-3858

Saratoga Central Catholic HS
247 S Broadway
Saratoga Springs, NY 12866
Ann Scoebel
(518) 587-7070

Quigley HS
Baden, PA 15005
Rev David A Zubik
(412) 869-2188

Mercyhurst Preparatory Schl
538 E Grandview
Erie, PA 16504
Kay Pagni
(814) 825-0210

Archmere Academy
PO Box 130
Claymont, DE 19703
Rev Hagendorf
(302) 798-6632

Immaculate Conception Academy
950 24th St
Washington, DC 20037
Sr Amelia Bell
(202) 333-5797

Mt De Sales Academy
700 Academy Rd
Baltimore, MD 21228
R. Ellen McAdams
(301) 744-8498

Chemical Dependency — Individual or Group Model Program

Roman Catholic HS for Boys
Broad & Vine Sts
Philadelphia, PA 19107
Rick Buxton
(215) 627-1270

Archbishop Ryan HS for Girls
11201 Academy Rd
Philadelphia, PA 19145
Rev John Flonahan
(215) 637-1800

Gifted/Talented/College Preparatory Model Program

St Marys HS
Augusta St & Stevens Ave
South Amboy, NJ 08879
Laverne Bauer
(201) 721-0748

Countess Moore Catholic HS
100 Merrill Ave
Staten Island, NY 10314
Vincent Tisar
(212) 761-9200

Nazareth Regional HS
E 57th St & Ave D
Brooklyn, NY 11203
Sr Winifred Doyle
(212) 763-1100

The Franciscan Academy
2500 Grant Blvd
Syracuse, NY 13208
Sr Noreen Joyce
(315) 474-2401

Bishop Neumann HS
901 Penn St
Williamsport, PA 17701
Sr Jane Meehan
(717) 323-9953

Cardinal O'Hara HS
Eagle & Springfield Rds
Springfield Del, PA 19064
Thomas Rooney
(215-544-3800

Bishop Walsh HS
Bishop Walsh Dr
Cumberland, MD 21502
Sr Sharon Marie
(301) 724-5360

Other Specific Model Programs Including Fine Arts

Union Catholic Regional HS
1600 Martine Ave
Scotch Plains, NJ 07076
Sr Percy Lee Hart
(201) 889-1600

Marymount International Schl
Apo New York, NY 09794
Sr Michaeline O'Dwyer
(36) 328-0671

John F Kennedy HS
Somers, NY 10589
Sr Ellen Curry
(914) 232-5061

Xaverian HS
7100 Shore Rd
Brooklyn, NY 11209
Raul Rodriguez
(212) 836-7100

Bishop Ford Central Catholic HS
500-19th St
Brooklyn, NY 11215
Br Michel Betticole
(212) 985-6400

Holy Family Academy
239 Ave A
Bayonne, NJ 07002
Principal
(201) 339-7341

Don Bosco Technical HS
202 Union Ave
Paterson, NJ 07502
Rev Tom McGahee
(201) 595-8802

Villa Victoria Academy HS
River Rd
Trenton, NJ 08628
Sr Marian Frgellis
(609) 882-0200

St Peters HS for Boys
200 Clinton Ave
Staten Island, NY 10301
E. Tulino
(215) 447-1676

Cardinal Spellman HS
1991 Needham Ave
Bronx, NY 10466
John Johnson
(212) 881-8000

Sacred Heart HS
34 Convent Ave
Yonkers, NY 10703
Thomas Stella
(914) 965-3114

Blessed Sacrement HS
24 Shea Place
New Rochelle, NY 10805
Br R McNamara
(914) 632-2595

Catherine McAuley HS
710 E 37th St
Brooklyn, NY 11203
Sr Rosemary McMurray
(212) 462-7282

Nazareth Regional HS
E 57th St & Ave D
Brooklyn, NY 11203
Sr Winifred Doyle
(212) 763-1100

Fontbonne Hall
9901 Shore Rd
Brooklyn, NY 11209
S. Powell
(212) 748-2244

The Franciscan Academy
2500 Grant Blvd
Syracuse, NY 13208
Sr Francis Agnes
(315) 474-2401

Christian Brothers Academy
6245 Randall Rd
Syracuse, NY 13214
Br Thomas Zoppo
(305) 446-5960

St Marys HS
142 Laverack Ave
Lancaster, NY 14086
Ruth Imhov
(716) 683-4824

Mount Mercy Academy
88 Red Jacket Parkway
Buffalo, NY 14220
Colleen Gorko
(716) 825-8796

Bishop Kearney HS
125 Kings Hwy
Rochester, NY 14617
Br B H Walsh
(716) 342-4000

Mercyhurst Preparatory Schl
538 E Grandview
Erie, PA 16504
Kathleen Cannarozzi
(814) 825-0210

St. Francis Academy
Monocacy Manor-395 Bridle Path
Bethlehem, PA 18017
Sr M Alice Peterson
(215) 691-5944

Notre Dame HS
3417 Church Rd
Easton, PA 18042
R Kirkwood Colton
(215) 868-1431

Bishop Hafey HS
22nd & Rose St
Hazleton, PA 18201
Robert Hines
(717) 455-9431

Bishop Egan HS
611 Wistar Rd
Fairless Hills, PA 19030
Norm Krier
(215) 945-6200

Archbishop John Carrol HS
209 Matson Ford Rd
Radnor, PA, 19087
Sr Mary of London
(201) 688-7613

John W Hallahan Catholic Girls School
19th & Wood Sts
Philadelphia, PA 19103
Sr Francis Christi
(215) 563-8930

St Patrick's Academy
924 G St NW
Washington, DC 20001
Sr M Eleanor Anne McCabe
(202) 638-3353

St Mary's Ryken HS
PO Box 340
Leonardtown, MD 20650
Steve Heilel
(301) 475-2814

La Reine HS
5100 Silver Hill Rd
Suitland, MD 20746
Sr M Ermellene
(301) 735-5110

Connelly Schl of the Holy Child
9029 Bradley Blvd
Potomac, MD 20854
Mary Kosch
(301) 365-0955

Archbishop Keough HS
1201 Caton Ave
Baltimore, MD 21227
Nancy McCloskey
(301) 646-4444

Mt De Sales Academy
700 Academy Rd
Baltimore, MD 21228
Sr Anna Walsh
(301) 368-6000

Mercy HS
1300 E Northern Parkway
Baltimore, MD 21239
Sr Carol Wheeler
(301) 433-8880

SPIRITUAL CLIMATE

Christian Community Involving Students/Parents/Teachers

St Marys HS
209 3rd St
Jersey City, NJ 07302
Sr Jacqueline Carey
(201) 656-8008

Mount St John Academy
High School Dept
Gladstone, NJ 07934
R Rolan
(201) 234-0640

St Augustine Prep Schl
North Cedar Ave
Richland, NJ 08350
Rev Massan
(609) 697-2600

St Marys HS
Augusta St & Stevens Ave
South Amboy, NJ 08879
Sr Margaret Waldron
(201) 721-0748

Rice HS
74 W 124th St
New York, NY 10027
Br Valdes
(212) 369-4100

St Johns Villa Academy HS
26 Landis Ave
Arrochar Staten Island, NY 10305
Sr Lois Darold, CSJB
(212) 442-6240

Salesian HS
148 Main St
New Rochelle, NY 10801
Rev John Mareantonio
(914) 632-0248

St Joseph HS
80 Willoughby St
Brooklyn, NY 11201
Rev Victor Ulto
(212) 624-3618

Nazareth Regional HS
E 57th St & Ave D
Brooklyn, NY 11203
Charles Reiter
(212) 763-1100

Bishop Ford Central Catholic HS
500-19th St
Brooklyn, NY 11215
Joe Campanaro
(212) 965-6400

St Marys Academy HS Dept
Parsons Ave
Hoosick Falls, NY 12090
Br Bernard Hanson
(518) 686-4314

St Patricks Central Cath HS
Woodland Ave
Catskill, NY 12414
Anthony Sclafani
(518) 943-2952

Saratoga Central Catholic HS
247 S Broadway
Saratoga Springs, NY 12866
Rev Jones
(518) 885-6751

Bishop Cunningham HS
East River Rd
Oswego, NY 13126
Sr De Paul
(315) 343-3001

Rome Catholic HS
800 Cypress St
Rome, NY 13440
Sr Mary Salvaterra
(315) 336-6190

Immaculate Heart Central HS
1316 Ives St
Watertown, NY 13601
Rev Gaffney
(315) 788-4670

Seton Catholic Central HS
70 Seminary Ave
Binghamton, NY 13905
Sr Johanne Barry
(607) 723-5307

De Sales HS
90 Pulteney St
Geneva, NY 14456
Rev Paul Tomasso
(315) 789-1124

Cardinal Mooney HS
800 Maiden Lane
Rochester, NY 14615
Edmund Nietopski
(716) 865-1000

St Benedict Academy
330 E 10th St
Erie, PA 16503
Marlene Trombley
(814) 452-4072

Villa Marie Academy
2403 W Lake Rd
Erie, PA 16505
Sr Moira Sullivan
(814) 838-2061

Bishop Neumann HS
901 Penn St
Williamsport, PA 17701
Sr Joseph Marie
(717) 323-9953

Our Lady of Lourdes Regional HS
Edgewood Park
Shamokin, PA 17872
Rev Philip Dechico
(717) 644-0375

Notre Dame HS
3417 Church Rd
Easton, PA 18042
R Kirkwood Colton
(215) 868-1431

Central Catholic HS
4th & Chew Sts
Allentown, PA 18102
James Hodrick
(215) 437-4601

Marian HS
Rd 1
Tamaqua, PA 18252
John Malarkey
(717) 467-3335

Bishop O'Hara HS
501 E Drinker St
Dunmore, PA 18512
Rev John Polednak
(717) 346-7541

Cardinal O'Hara HS
Eagle & Springfield Rds
Springfield Del, PA 19064
Rev Philip Cribben
(215) 544-3800

St Patrick's Academy
924 G St NW
Washington, DC 20001
Sr M Eleanor Anne
(202) 638-3353

Georgetown Visitation Prep Schl
1524 35th St NW
Washington, DC 20007
Sr M. Berchmans
(202) 337-3350

St Mary's Ryken HS
PO Box 340
Leonardtown, MD 20650
Patricia Burck
(301) 475-2814

Georgetown Preparatory Schl
10900 Rockville Pike
Rockville, MD 20852
Headmaster
(301) 493-5000

Mercy HS
1300 E Northern Parkway
Baltimore, MD 21239
Sr Marie Foley
(301) 433-8880

Campus Ministry — Generic

Christian Brothers Academy
6245 Randall Rd
Syracuse, NY 13214
Frank Sacco
(305) 446-5960

Bishop McNamara HS
6800 Marlboro Pike
Forestville, MD 20747
Br Walter Kramar
(301) 735-8401

Campus Ministry with Specific Elements

Fordham Prep Schl
E Fordham Rd
Bronx, NY 10458
Rev C Martensen
(212) 367-7500

Bishop Loughlin Memorial HS
357 Clermont Ave
Brooklyn, NY 11238
Dennis McDermath
(212) 857-2700

St Marys HS
142 Laverack Ave
Lancaster, NY 14086
Jamie Galla
(716) 683-4824

Mount Mercy Academy
88 Red Jacket Parkway
Buffalo, NY 14220
Rev Guy Siracuse
(716) 825-8796

St Benedict Academy
330 E 10th St
Erie, PA 16503
Sr Mary Ellen Plant
(814) 452-4072

Mercyhurst Preparatory Schl
538 E Grandview
Erie, PA 16504
Ellen Soisson
(814) 825-0210

St James Catholic Boys HS
21st & Potter Sts
Chester, PA 19013
Rev C Brugger
(215) 876-9195

St Pius X HS
844 N Keim St
Pottstown, PA 19464
Rev John Scarcia
(215) 326-8990

Archbishop Keough HS
1201 Caton Ave
Baltimore, MD 21227
Sr Lynn Tooma
(301) 646-4444

Retreats — Students Only

Notre Dame Schl
168-170 W 79th St
New York, NY 10024
Sr Mary Callaghan
(212) 362 2424

Rice HS
74 W 124th St
New York, NY 10027
Br Miller
(212) 369-4100

St Peters HS for Boys
200 Clinton Ave
Staten Island, NY 10301
Br Neil Finnegan
(212) 447-1676

All Hallows Institute Secd Dept
111 E 164th St
Bronx, NY 10452
Br Kubbs
(212) 293-4545

Mt St Michael Academy
4300 Murdock Ave
Bronx, NY 10466
Rev Bernard Lynch
(212) 920-1122

Bishop Ford Central Catholic HS
500-19th St
Brooklyn, NY 11215
Br Justin Smith
(212) 965-6400

Sacred Heart HS
6202 Alder St
Pittsburgh, PA 15206
Carolyn Frosufl
(412) 361-2933

Cardinal O'Hara HS
Eagle & Springfield Rds
Springfield Del, PA 19064
Rev Fred Kindon
(215) 544-3800

John W Hallahan Catholic Girls School
19th & Wood Sts
Philadelphia, PA 19103
Rev E Durante
(215) 563-8930

St Mary's Ryken HS
PO Box 340
Leonardtown MD 20650
Richard Angarola
(301) 475-2814

Martin Spalding HS
8080 New Cut Rd
Severn, MD 21144
Joanne Oakoon
(301) 969-9105

Retreats — Students and Others

St Augustine Prep Schl
North Cedar Ave
Richland, NJ 08350
Rev Goletto
(609) 697-2600

St Marys HS
Augusta St & Stevens Ave
South Amboy, NJ 08879
John Morvay
(201) 721-0748

Bishop Kearney HS
125 Kings Hwy
Rochester, NY 14617
Rev Charles Manning
(716) 342-4000

Quigley HS
Baden, PA 15005
Sr Anna Marie Gaglia
(412) 869-2188

Villa Maria HS
Villa Maria, PA 16155
Sr Rose Marie Kramer
(412) 964-8886

Trinity HS
3601 Simpson Ferry Rd
Camp Hill, PA 17011
Rev McFadden
(717) 761-1116

Immaculate Conception Academy
950 24th St
Washington, DC 20037
Sr Rosetta Marie Brown
(202) 333-0375

Georgetown Preparatory Schl
10900 Rockville Pike
Rockville, MD 20852
Headmaster
(301) 493-5000

Good Counsel HS Inc
11601 Georgia Ave
Wheaton, MD 20902
Br Barry Fitzpatrick
(301) 942-1155

Service Programs — Students Only

St. Marys HS
209 3rd St
Jersey City, NJ 07302
Sr Julie Scanlan
(201) 656-8008

Power Memorial Academy
161 W 61st St
New York, NY 10023
Richard Coppolino
(212) 586-7353

Rice HS
74 W 124th St
New York, NY 10027
Br Dobbins
(212) 369-4100

Monsignor Farrell HS
2900 Amboy Rd
Staten Island, NY 10306
Br J D Dugan
(212) 987-2900

John F Kennedy HS
Somers, NY 10589
Sr Maria Teresa
(914) 232-5061

Bishop Cunningham HS
East River Rd
Oswego, NY 13126
Rev Leo J. Heizman
(315) 343-3001

Rome Catholic HS
800 Cypress St
Rome, NY 13440
Sr Mary Salvaterra
(315) 336-6190

Immac Heart Central HS
1316 Ives St
Watertown, NY 13601
Br Warren
(315) 788-4670

Archbishop Ryan HS for Girls
11201 Academy Rd
Philadelphia, PA 19145
Jean Letezano
(215) 637-1800

Service Programs — Students and Others

St Jean Baptiste HS
173 E 75th St
New York, NY 10021
Suzanne Wallin
(212) 288-1645

Monsignor Farrel HS
2900 Amboy Rd
Staten Island, NY 10306
Mrs Prinzivalli
(212) 987-2900

Albertus Magnus HS
Rt 304 Germonds Rd
Bardonia, NY 10954
Sr Jeanine Nolan
(914) 623-8842

Xaverian HS
7100 Shore Rd
Brooklyn, NY 11209
B. Judge Russo
(212) 836-7100

Cardinal Mooney HS
800 Maiden Lane
Rochester, NY 14615
Br William Clifford
(716) 865-1000

Serra HS
200 Hersey Dr
McKeesport, PA 15132
Sr Bernond Novak
(412) 751-2020

Villa Maria HS
Villa Maria, PA 16155
Sr Rose Marie Kramer
(412) 964-8886

St Francis Academy
Monocacy Manor-395 Bridle Path
Bethlehem, PA 18017
Sr Barbara De Stefano
(215) 691-5944

Elizabeth Seton HS
5715 Emerson St
Bladensburg, MD 20710
Ann Cullen
(301) 864-4532

Georgetown Preparatory Schl
10900 Rockville Pike
Rockville, MD 20852
Headmaster
(301) 493-5000

Good Counsel HS Inc
11601 Georgia Ave
Wheaton, MD 20902
Br Greg Turlik, CFX
(301) 942-1155

Bishop Walsh HS
Bishop Walsh Dr
Cumberland, MD 21502
Sr Margaret Juskie
(301) 724-5360

Kudos

Mercy HS
Ostrander Ave
Riverhead Long Island, NY 11901
Sr Michael Kraemer
(516) 727-5900

PARENTS

Learning Programs for Parents

Sacred Heart HS
N East Ave
Vineland, NJ 08360
Jim Cavalieri
(609) 691-4491

Good Counsel HS Inc
11601 Georgia Ave
Wheaton, MD 20902
Br Greg Turlik
(301) 942-1155

School Board

Our Lady of Mercy HS
1437 Blossom Rd
Rochester, NY 14610
Sr Judith Heberle
(716) 288-7120

La Salle College HS
8605 Cheltenham Ave
Philadelphia, PA 19118
Br Andrew Bartley
(215) 233-2911

Connelly Schl of the Holy Child
9029 Bradley Blvd
Potomac, MD 20854
Edward J. Grenier
(202) 872-7827

Mt De Sales Academy
700 Academy Rd
Baltimore, MD 21228
Sr Frederick Mary
(301) 744-8847

Parental Involvement In School Life

Immaculate Conception HS
33 Cottage Place
Montclair, NJ 07042
Tom Monaghen
(201) 744-7445

Power Memorial Academy
161 W 61st St
New York, NY 10023
Br Robert Hilfiken
(212) 586-7353

St Patricks Central Cath HS
Woodland Ave
Catskill, NY 12414
Anthony Sclafani
(518) 943-2952

Bishop Cunningham HS
East River Rd
Oswego, NY 13126
Mary Conway
(315) 343-3703

Trinity HS
3601 Simpson Ferry Rd
Camp Hill, PA 17011
Barb Ford
(717) 761-1116

Alumnae/i Programs

Albertus Magnus HS
Rt 304 Germonds Rd
Bardonia, NY 10954
Sr Jeanine Nolan
(914) 623-8842

Christian Brothers Academy
1 De La Salle Rd
Albany, NY 12208
Edward T McGraw
(518) 462-5447

Bishop Egan HS
611 Wistar Rd
Fairless Hills, PA 19030
Joan Shaffer
(215) 946-0870

Archmere Academy
PO Box 130
Claymont, DE 19703
Rev Diny
(302) 798-6632

Georgetown Visitation Prep Schl
1524 35th St NW
Washington, DC 20007
Patricia Rubacky
(202) 337-3350

Endowment

St Joseph Prep Seminary
Box 351
Princeton, NJ 08540
Rev William J Bamber
(609) 452-2144

Model Development Programs

Holy Family Academy
239 Ave A
Bayonne, NJ 07002
Sr Loretta Hogan
(201) 339-7341

Morris Catholic Regional High
Morris Ave
Denville, NJ 07834
Michael Monk
(201) 627-6660

Salesian HS
148 Main St
New Rochelle, NY 10801
James McCarthy
(914) 632-0248

St Marys HS
142 Laverack Ave
Lancaster, NY 14086
Dorothy Blake
(716) 683-4824

Our Lady of Mercy HS
1437 Blossom Rd
Rochester, NY 14610
Mary Jo Fen
(716) 288-7120

Our Lady of Lourdes Regional HS
Edgewood Park
Shamokin, PA 17872
John Kerly
(717) 644-0375

St John's College HS
2607 Military Rd NW
Washington, DC 20015
Br Timothy Dean
(202) 363-2316

Maryvale Preparatory Schl
Falls Rd
Brooklandville, MD 21022
Joanne Dolan
(301) 252-3366

Calvert Hall College HS
8102 La Salle Rd
Towson, MD 21204
Br Martin Fahey
(301) 825-4266

Archbishop Keough HS
1201 Caton Ave
Baltimore, MD 21227
Julie Snyder
(301) 646-1979

Public Relations

De Sales HS
90 Pulteney St
Geneva, NY 14456
Dale Mitch
(315) 789-4222

Mackin Catholic HS
2200 California St NW
Washington, DC 20008
Dan Curtin
(202) 332-6000

FINANCES

Fund Raising — Generic

St Marys Academy HS Dept
Parsons Ave
Hoosick Falls, NY 12090
Br Bernard
(518) 686-4314

St Patricks Central Cath HS
Woodland Ave
Catskill, NY 12414
Bob Labuff
(518) 943-3110

Martin Spalding HS
8080 New Cut Rd
Severn, MD 21144
Rev M R Roman
(301) 969-9105

Fund Raising by Single Group/from Single Source

Trinity HS
3601 Simpson Ferry Rd
Camp Hill, PA 17011
Ann McCormick
(717) 761-1116

Fund Raising by Two or More Groups/Cooperative Effort

Mt St Michael Academy
4300 Murdock Ave
Bronx, NY 10466
Jack Murphy
(212) 920-1122

McQuaid Jesuit HS
1800 Clinton Ave S
Rochester, NY 14618
Rev James F Keenan
(716) 473-1130

RELIGION

Religion Curriculum — Generic

Elizabeth Seton HS
5715 Emerson St
Bladensburg, MD 20710
Sr James Regina
(301) 864-4532

De Matha Catholic HS
4313 Madison St
Hyattsville, MD 20781
Rev Thomas Bushe
(301) 864-3666

Religion Curriculum — Specific Courses

St Michaels Regional HS
1501 New York Ave
Union City, NJ 07087
Karen Graham
(201) 867-3755

Our Lady of Good Counsel HS
243 Woodside Ave
Newark, NJ 07104
Sr Diane Driscoll
(201) 482-1209

St Joseph Prep Seminary
Box 351
Princeton, NJ 08540
Rev Michael Carroll
(609) 452-2144

Fontbonne Hall
9901 Shore Rd
Brooklyn, NY 11209
Fred Herron
(212) 748-2285

Lancaster Catholic HS
650 Juliette Ave
Lancaster, PA 17601
Sr Catherine Marian
(717) 393-0454

Our Lady of Lourdes Regional HS
Edgewood Park
Shamokin, PA 17872
Rev Philip Dechico
(717) 644-0375

Notre Dame HS
3417 Church Rd
Easton, PA 18042
Rev Larry Hess
(215) 868-1431

Bishop Shanahan HS
W Gay & Everhart Sts
West Chester, PA 19380
William Venditta
(215) 696-7604

Maryvale Preparatory Schl
Falls Rd
Brooklandville, MD 21022
Sr Margaret Connor
(301) 252-3366

Peace and Justice Issues

Mount St John Academy
High School Dept
Gladstone, NJ 07934
Sr Mary Jean
(201) 234-0640

Seton Catholic Central HS
70 Seminary Ave
Binghamton, NY 13905
James Coan
(607) 723-5307

Mount Mercy Academy
88 Red Jacket Parkway
Buffalo, NY 14220
Barbara Ryan
(716) 825-8796

St John's College HS
2607 Military Rd NW
Washington, DC 20015
Martin Ernst
(202) 363-2316

GREAT LAKES

ADMINISTRATION

Long Range Planning

Erieview Catholic HS
1736 Superior Ave
Cleveland, OH 44114
Sr Cathleen Walsh
(216) 861-3750

Dominican HS
9740 McKinney Ave
Detroit, MI 48224
Sr Peggy
(313) 882-8500

Catholic Memorial HS
601 E College Ave
Waukesha, WI 53186
Sue Tennessen
(414) 542-7101

St Francis HS
2130 W Roosevelt Rd
Wheaton, IL 60187
Rev Frances McDonald
(312) 668-5800

St Francis Academy
1200 Larkin Ave
Joliet, IL 60435
Joanne Marco
(815) 725-6646

Institutional Survival

St Marys Springs HS
RFD 6
Fond Du Lac, WI 54935
Sr Rita Garvin
(414) 921-4870

Academy of Our Lady
1309 W 95th St
Chicago, IL 60643
Sr Alanna Cooney
(312) 445-2300.

Institutional Change in Curriculum/Philosophy

Gilmour Academy
Som Center & Cedar Roads
Gates Mills, OH 44040
Br Robert Lavelle
(216) 442-1104

Chaminade-Julienne HS
505 S Ludlow St
Dayton, OH 45402
Carol Lichtenberg
(513) 461-3740

Nazareth Academy
1209 W Ogden
La Grange Park, IL 60525
Sr Marianne Race
(312) 354-0061

Weber HS
5252 W Palmer St
Chicago, IL 60639
William Napiwocki
(312) 637-7500

Physical Plant

Gilmour Academy
Som Center & Cedar Roads
Gates Mills, OH 44040
Br Robert Lavelle
(216) 442-1104

Gilmour Academy
Som Center & Cedar Roads
Gates Mills, qoh 44040
Br Robert Lavelle
(216) 442-1104

Holy Name HS
6000 Queens Highway
Parma Hgts, OH 44130
E T Krakowiak
(216) 886-0300

Weber HS
5252 W Palmer St
Chicago, IL 60639
Rev Adolph Istok
(312) 637-7500

Other Administrative Successes

Notre Dame Academy
13000 Auburn Rd
Chardon, OH 44024
Sr Mary Joanne Miller
(216) 286-6226

Villa Angela Academy
17001 Lake Shore Blvd
Cleveland, OH 44110
Sr Virginia Devinne
(216) 692-3950

Bishop Luers HS
333 E Paulding Rd
Fort Wayne, IN 46816
Rev Fred Link
(219) 456-1261

Montini HS
19 W 070 16th St
Lombard, IL 60148
Br Joseph Boggio
(312) 627-6930

St Rita HS
6310 S Claremont Ave
Chicago, IL 60636
Br Frank Poduck
(312) 925-6600

Gibault HS
501 Columbia Ave
Waterloo, IL 62298
Ken Pajares
(618) 939-6618

FACULTY

High Morale of Faculty/Staff

Marquette HS
306 W 10th St
Michigan City, IN 46360
James McGrogan
(219) 874-5275

Beloit Catholic HS
1221 Henry Ave
Beloit, WI 53511
Jances Trudgeon
(608) 365-2221

Columbus HS
710 Columbus Ave E
Marshfield, WI 54449
Rev William P Neis
(715) 387-1177

St Benedict HS
3900 N Leavitt St
Chicago, IL 60618
Sr Elizabeth Schmidt
(312) 539-0066

Bishop McNamara HS
Kankakee, IL 60901
Dave Raiche
(815) 932-7413

Mater Dei HS
9th & Plum Sts
Breese, IL 62230
Joel Sheridan
(618) 526-7216

Low Turnover of Faculty

St Francis HS
2130 W Roosevelt Rd
Wheaton, IL 60187
Rev Francis McDonald
(312) 668-5800

Spiritual In-Service Training

Steubenville Catholic Central
320 West View
Steubenville, OH 43952
Rev Joseph Massucci
(614) 264-5538

Evaluation of Faculty/Staff

Magnificat HS
20770 Hilliard Rd
Rocky River, OH 44116
Sr Eleanor Martin
(216) 331-1572

Bishop Foley HS
32000 N Campbell Rd
Madison Hgts, MI 48071
Francis Turk
(313) 585-1210

Althoff Catholic HS
5401 W Main St
Belleville, IL 62223
John O'Brien
(618) 235-1100

STUDENTS

Diversity of Race, Cultures and Traditions

Lima Central Catholic HS
720 S Cable Rd
Lima, OH 45805
Dan Rupert
(419) 222-4276

Andrean HS
5959 Broadway
Merrillville, IN 46410
Rev John R Whitley
(219) 887-5281

Saint Joan Antida HS
1341 N Cass St
Milwaukee, WI 53202
Sr Monica Fumo
(414) 272-8423

St Joseph HS
4831 S Hermitage Ave
Chicago, IL 60609
Sr Patrice Marie Rog
(312) 927-3886

Mendel Catholic HS
250 E 111th St
Chicago, IL 60628
John Shields
(312) 995-3708

Student Activities, Unspecified or Other

St Mary Academy
502 W Elm Ave
Monroe, MI 48161
Sharon Hoffman
(313) 241-3921

Dominican HS
9740 McKinney Ave
Detroit, MI 48224
Sr Peggy
(313) 882-8500

Shawe Memorial HS
201 W State St
Madison, IN 47250
Arthur Politz
(812) 273-2150

Enhancement of Student Self-Image

Bishop Hartley HS
1285 Zettler Rd
Columbus, OH 43227
Dan Straub
(614) 237-5421

St Joseph's Central Catholic
702 Croghan St
Freemont, OH 43420
Richard Freeborn
(419) 332-9947

Roger Bacon HS
4320 Vine St
St Bernard, OH 45217
Rev James Bok
(513) 641-1300

Shawe Memorial HS
201 W State St
Madison, IN 47250
Arthur Politz
(812) 273-2150

Pius XI HS
135 N 76th St
Milwaukee, WI 53213
Richard Pendergast
(414) 258-0532

Lourdes Academy
110 N Sawyer St
Oshkosh, WI 54901
Rev Larry Seiai
(414) 235-5670

Leo HS
7901 S Sangamon St
Chicago, IL 60620
Edward A Wynne
(312) 733-7788

Assumption HS
950 Kings Highway
East St Louis, IL 62203
Alice Gardner
(618) 397-2796

Discipline as a Learning Tool

Cleveland Central Catholic HS
6550 Baxter
Cleveland, OH 44105
Rev Neil O'Connor
(216) 441-4700

Villa Angela Academy
17001 Lake Shore Blvd
Cleveland, OH 44110
Sr Margaret Mary Lyons
(216) 692-3950

St Mary's Central Catholic
410 W Jefferson
PO Box 358
Sandusky, OH 44870
T J Wallace
(419) 626-1892

Roger Bacon HS
4320 Vine St
St Bernard, OH 45217
Rev James Bok
(513) 641-1300

Marian HS
1311 S Logan St
Mishawaka, IN 46544
Michael Hazen
(219) 259-5257

East Catholic HS
5206 Field
Detroit, MI 48213
Dave Sauler
(313) 921-9650

Lansing Catholic Central HS
501 N Marshall
Lansing, MI 48912
Bob Bower
(517) 484-4465

Roncalli HS
2000 Mirro Dr
Manitowoc, WI 54220
R Klutinski
(414) 682-8801

Driscoll Catholic HS
555 N Lombard Rd
Addison, IL 60101
Tom Sullivan
(312) 543-6310

Elizabeth Seton HS
16100 Seton Rd
South Holland, IL 60473
Barbara Schmitt
(312) 333-6300

Boylan Central Catholic HS
4000 St Francis Dr
Rockford, IL 61103
Rev John J Mitchel
(815) 877-2513

Recruitment Techniques

Cleveland Central Catholic HS
6550 Baxter
Cleveland, OH 44105
Rev Neil O'Connor
(216) 441-4700

Aquinas HS
15601 N Line Rd
Southgate, MI 48195
Richard Fetchiet
(313) 283-3190

Catholic Central HS
319 Sheldon Ave SE
Grand Rapids, MI 49503
James O'Donnell
(616) 459-4559

Driscoll Catholic HS
555 N Lombard Rd
Addison, IL 60101
Br Michael Flaherty
(312) 543-6310

St Francis HS
2130 W Roosevelt Rd
Wheaton, IL 60187
Rev Frances McDonald
(312) 668-5800

Mendel Catholic HS
250 E 111th St
Chicago, IL 60628
Mike Manderine
(312) 995-3714

High Percentage Post High School Education

Bishop Chatard HS
5885 Crittenden Ave
Indianapolis, IN 46220
Lawrence M Bowman
(317) 251-1451

Marian Heights Academy
RR 3 Box 202
Ferdinand, IN 47532
Jorene Brewer
(812) 367-1431

Mercy HS
29300 11 Mile Rd
Farmington Hills, MI 48018
Patricia Rossio
(313) 476-8020

Premontre HS
610 Maryhill Dr
Green Bay, WI 54303
Rev Ambrose Peeters
(414) 498-6463

Large Number in Co-Curricular Programs

Lake Catholic HS
6733 Reynolds Rd
Mentor, OH 44060
Elaine Paulett
(216) 951-0077

St Vincent-St Mary HS
15 N Maple St
Akron, OH 44303
John Cistone
(216) 253-9113

St Joseph Central Catholic HS
6th & Quincy Sts
Ironton, OH 45638
James J. Mains
(614) 532-0485

Bishop Luers HS
333 E Paulding Rd
Fort Wayne, IN 46816
Rev Fred Livk
(219) 456-1261

Divine Child HS
1001 N Silvery Lane
Dearborn, MI 48128
Leo Tallien
(313) 562-9058

Ladywood HS
14680 Newburg Rd
Livonia, MI 48154
Jonathan Holtfretes
(313) 591-1544

Marian HS
666 Ashland Ave
Chicago Heights, IL 60411
Greg Bimon
(312) 755-7565

Elizabeth Seton HS
16100 Seton Rd
South Holland, IL 60473
Sr Teresa Marie Laengle
(312) 333-6300

St Benedict HS
3900 N Leavitt St
Chicago, IL 60618
Laurette Kittler
(312) 539-0066

The Unity HS
8100 Prairie Ave
Chicago, IL 60619
Sr Carol Artery
(312) 483-8100

Mendel Catholic HS
250 E 111th St
Chicago, IL 60628
David Eanes
(312) 995-3722

St Rita HS
6310 S Claremont Ave
Chicago, IL 60636
Br Frank Paduck
(312) 925-6600

High Percentage Low-Income Students

Columbus HS
710 Columbus Ave E
Marshfield, WI 54449
Rev William Y Neis
(715) 387-1177

CURRICULUM

Academic Excellence in General

McAuley HS
2303 Brookford Dr
Toledo, OH 43614
Sr Joanne Mary
(419) 385-2571

Notre Dame Academy
13000 Auburn Rd
Chardon, OH 44024
Sr Mary Deborah Carlin
(216) 286-6226

Mercy HS
29300 11 Mile Rd
Farmington Hills, MI 48018
Sr Nancy Thompson
(313) 476-8020

Lansing Catholic Central HS
501 N Marshall
Lansing, MI 48912
Jim Miner
(517) 484-4465

Lourdes Academy
110 N Sawyer St
Oshkosh, WI 54901
Thomas Brum
(414) 235-5670

Academy of Our Lady
1309 W 95th St
Chicago, IL 60643
Karen Mitchell
(312) 445-2300

Academic Excellence Naming Specific Techniques

Newark Catholic HS
1 Green Wave Dr
Newark, OH 43055
Tom Lusk
(614) 344-3594

Steubenville Catholic Central
320 West View
Steubenville, OH 43952
Rev Joseph Massucci
(614) 264-5538

John F Kennedy HS
2550 Central Parkway SE
Warren, OH 44484
Sr Mary Dion
(216) 369-1804

Scecina Memorial HS
5000 Nowland Ave
Indianapolis, IN 46201
Sr Dolores Nellis
(317) 356-6377

Marquette HS
306 W 10th St
Michigan City, IN 46360
Dean Christakis
(219) 874-5275

Central Catholic HS
2410 S 9th St
Lafayette, IN 47905
Jerry Day
(317) 474-2496

St Patrick HS
625 Center St
Portland, MI 48875
Robert Cathcart
(517) 647-7551

Catholic Memorial HS
601 E College Ave
Waukesha, WI 53186
Nancy Klug
(414) 542-7101

Weber HS
5252 W Palmer St
Chicago, IL 60639
Marylou Latocha
(312) 637-7500

Science and/or Mathematics Model Program

Newark Catholic HS
1 Green Wave Dr
Newark, OH 43055
Sr Marguerite
(614) 344-3594

Elyria Catholic HS
725 Gulf Rd
Elyria, OH 44035
Sr Monica
(216) 365-1821

Central Catholic HS
4824 Tuscarawas Ave West
Canton, OH 44708
Joseph Cumo
(216) 478-2131

Lima Central Catholic HS
720 S Cable Rd
Lima, OH 45805
Tom Barnhart
(419) 222-4276

Divine Child HS
1001 N Silvery Lane
Dearborn, MI 48128
Sr Maria Bartos
(313) 562-9058

Ladywood HS
14680 Newburg Rd
Livonia, MI 48154
Mary Doherty
(313) 591-1544

St Mary Academy
502 W Elm Ave
Monroe, MI 48161
Sr James Marian
(313) 241-3921

Our Lady Star of the Sea HS
467 Fairford
Grosse Pointe Woods, MI 48236
Sylvia Koenigbauer
(313) 881-5110

St Josephs Academy
622 Eliza St
Green Bay, WI 54301
Lorraine Persing
(414) 435-1520

St Laurence HS
5556 W 77th St
Burbank, IL 60459
Patrick Fowles
(312) 458-6900

Benet Academy
2200 Maple Ave
Lisle, IL 60532
Don Dennerlein
(312) 969-6550

St Benedict HS
3900 N Leavitt St
Chicago, IL 60618
Raymond Schuman
(312) 539-0066

Newman Central Catholic HS
1101 St Mary St
Sterling, IL 61081
Richard Siebs
(815) 625-0500

Gibault HS
501 Columbia Ave
Waterloo, IL 62298
Frank Cange
(618) 939-6618

Quincy Notre Dame HS
10th & Jackson Sts
Quincy, IL 62301
Sr Elbert
(217) 223-2479

St Augustine Academy
14808 Lake Ave
Lakewood, OH 44107
Regina Carey
(216) 221-4227

Ursuline HS
750 Wick Ave
Youngstown, OH 44505
Carol Cronen
(216) 744-4563

Seton HS
Glenway & Beech
Cincinnati, OH 45205
Sr Brenda Busch
(513) 471-2600

St Mary Academy
502 W Elm Ave
Monroe, MI 48161
Nancy Forderer
(313) 241-3921

Saint Joan Antida HS
1341 N Cass St
Milwaukee, WI 53202
Susan Henzig
(414) 272-8423

Regis HS
2100 Fenwick Ave
Eau Claire, WI 54701
Rev William Menzel
(715) 835-5141

Lourdes Academy
110 N Sawyer St
Oshkosh, WI 54901
Paul Brusky
(414) 735-5670

Trinity HS
Lathrop Ave & Division St
River Forest, IL 60305
Sr Angele Spehn
(312) 771-8383

The Unity HS
8100 Prarie Ave
Chicago, IL 60619
Sarah Gomez
(312) 483-8100

Computer Education/Literacy Model Program

Bishop Watterson HS
99 E Cooke Rd
Columbus, OH 43214
Joan Rainey
(614) 268-8671

Bishop Hartley HS
1285 Zettler Rd
Columbus, OH 43227
Ken Collura
(614) 237-5421

St Joseph's Central Catholic
702 Croghan St
Fremont, OH 43420
Richard Freeborn
(419) 332-9947

Steubenville Catholic Central
320 West View
Steubenville, OH 43952
Sr Dennis Zisler
(614) 264-5538

St Augustine Academy
14808 Lake Ave
Lakewood, OH 44107
Amanda Muliolis
(216) 221-4227

Ursuline HS
750 Wick Ave
Youngstown, OH 44505
N M Wokmorix
(216) 744-4563

Notre Dame HS
2220 Sunrise Ave
Portsmouth, OH 45662
Mary Ann Malone
(614) 353-0719

Andrean HS
5959 Broadway
Merrillville, IN 46410
Mrs Carstensen
(219) 887-5281

Shrine HS
3500 W 13 Mile Rd
Royal Oak, MI 48072
Kathy Nauctsk
(313) 549-2925

Cabrini HS
15305 Wick Rd
Allen Park, MI 48101
Jan Beche
(313) 388-0110

Aquinas HS
15601 N Line Rd
Southgate, MI 48195
Sr Carol Bollin
(313) 283-3190

Bishop Borgess HS
11685 Appleton
Redford, MI 48239
M Mitchell
(313) 255-1100

Holy Rosary HS
5191 Richfield Rd
Flint, MI 48506
Jack Daniels
(313) 736-7600

St Laurence HS
5556 W 77th St
Burbank, IL 60459
Bill McLean
(312) 458-6900

Benet Academy
2200 Maple Ave
Lisle, IL 60532
William Kohne
(312) 969-6550

Madonna HS
3155 N Karlov Ave
Chicago, IL 60641
Sr M Helene
(312) 282-2552

Guidance Model Program

Lake Catholic HS
6733 Reynolds Rd
Mentor, OH 44060
Joseph Felty
(216) 951-0077

Erieview Catholic HS
1736 Superior Ave
Cleveland, OH 44114
Sr Margaret Daniels
(216) 861-3750

Regina HS
1857 S Green Rd
South Euclid, OH 44121
Sally McGinty
(216) 382-2110

St Joseph Central Catholic HS
6th & Quincy Sts
Ironton, OH 45638
Karen Currey
(614) 532-3699

Shrine HS
3500 W 13 Mile Rd
Royal Oak, MI 48072
James Corbett
(313) 549-2925

Cabrini HS
15305 Wick Rd
Allen Park, MI 48101
Gambino Carols
(313) 388-0110

Dominican HS
9740 McKinney Ave
Detroit, MI 48224
Betsy Berg
(313) 882-8500

Marquette University HS
3401 W Wisconsin Ave
Milwaukee, WI 53208
Charles Burns
(414) 933-7220

Mother Theodore Guerin HS
8001 Belmont Ave
River Grove, IL 60171
Carole McCormick
(312) 625-3278

Gordon Technical HS
3633 N California Ave
Chicago, IL 60618
Rev Joseph Glab
(312) 539-3600

St Scholastica HS
7416 Ridge Blvd
Chicago, IL 60645
Peggy Parke
(312) 764-5715

Chemical Dependency — Individual or Group Model Program

Lake Catholic HS
6733 Reynolds Rd
Mentor, OH 44060
Sr St Ann
(216) 951-0077

Holy Name HS
6000 Queens Highway
Parma Hghts, OH 44130
Tony Felice
(216) 886-0300

St Vincent-St Mary HS
15 N Maple St
Akron, OH 44303
Toni Kraise
(216) 253-9113

Notre Dame HS
2220 Sunrise Ave
Portsmouth, OH 45662
Monica Tuits
(614) 353-0719

Bishop Noll HS
1519 Hoffman St
Hammond, IN 46320
Rev Charles Niblick
(219) 932-9058

St Marys Springs HS
RFD 6
Fond Du Lac, WI 54935
Tim Milligan
(414) 921-4870

Gifted/Talented/College Preparatory Model Program

St Ursula Academy HS
1339 E McMillan St
Cincinnati, OH 45206
Sr Margaret Mary Efkeman
(513) 961-3410

Our Lady of Providence HS
707 W Highway 131
Clarksville, IN 47130
Bob Larkin
(812) 945-2538

Our Lady Star of the Sea HS
467 Fairford
Grosse Pointe Woods, MI 48236
Sr Adele Koevick
(313) 881-8955

St Patrick HS
625 Center St
Portland, MI 48875
Robert Cathcart
(517) 647-7551

Other Specific Model Programs Including Fine Arts

Bishop Borgess HS
11685 Appleton
Redford, MI 48239
D Kozmarzyk
(313) 255-1100

Assumption HS
445 Chestnut St
Wisconsin Rapids, WI 54494
William O'Brien
(715) 423-2920

Mother Theodore Guerin HS
8001 Belmont Ave
River Grove, IL 60171
Sr Helene Black
(312) 625-3278

St Barbara HS
2867 S Throop St
Chicago, IL 60608
Sr Patricia Labuda
(312) 326-6243

Maria HS
6727 S California Ave
Chicago, IL 60629
Sr M Clement
(312) 925-8686

Lourdes HS
4034 W 56th St
Chicago, IL 60629
Sr Ellen Doyle
(312) 581-2555

William V Fisher Catholic HS
1803 Granville Pike
Lancaster, OH 43130
Elaine McCullough
(614) 654-1231

St Edward HS
13500 Detroit Ave
Lakewood, OH 44107
Edward Mack
(216) 221-3776

Magnificat HS
20770 Hilliard Rd
Rocky River, OH 44116
Nancy Huffman
(216) 331-1572

Seton HS
Glenway & Beech
Cincinnati, OH 45205
Sr Brenda Busch
(513) 471-2600

La Salle HS
3091 N Bend Rd
Cincinnati, OH 45239
Donald Ebrhart
(513) 741-3000

Scecina Memorial HS
5000 Nowland Ave
Indianapolis, IN 46201
Sherl Martin
(317) 356-6377

Bishop Chatard HS
5885 Crittenden Ave
Indianapolis, IN 46220
Richard Powell
(317) 251-1451

Our Lady of Providence HS
707 W Highway 131
Clarksville, IN 47130
Mike Johnson
(812) 945-2538

Central Catholic HS
2410 S 9th St
Lafayette, IN 47905
Mary Anthrop
(317) 474-2496

Bishop Borgess HS
11685 Appleton
Redford, MI 48239
R Chadwick
(313) 255-1100

St Josephs Academy
622 Eliza St
Green Bay, WI 54301
Jack Calareso
(414) 435-1520

Loyola Academy
1100 N Laramie
Wilmette, IL 60091
Beth Scully
(312) 256-1100

Trinity HS
Lathrop Ave & Division St
River Forest, IL 60305
Sr Paula Hirschboeck
(312) 771-8383

St Vincent De Paul HS Seminary
127th & Archer Ave
Lemont, IL 60439
Rev John Gagnepain
(312) 257-2249

St Laurence HS
5556 W 77th St
Burbank, IL 60459
Br R May
(312) 458-6900

Gordon Technical HS
3633 N California Ave
Chicago, IL 60618
William Hennessey
(312) 539-3600

Maria HS
6727 S California Ave
Chicago, IL 60629
Sr Kathleen Smith
(312) 925-8686

Lourdes HS
4034 W 56th St
Chicago, IL 60629
Jay Chval
(312) 581-2555

St Patrick HS
5900 W Belmont Ave
Chicago, IL 60634
Principal
(312) 282-8844

St Mary's Academy
High School Dept
Nauvoo, IL 62354
Sr Veronica Shunick
(217) 453-6619

SPIRITUAL CLIMATE

Christian Community Involving Students/Parents/Teachers

McAuley HS
2303 Brookford Dr
Toledo, OH 43614
Sr Joanne Mary
(419) 385-2571

Notre Dame Academy
13000 Auburn Rd
Chardon, OH 44024
Sr M Joanne Keppler
(216) 286-6226

Regina HS
1857 S Green Rd
South Euclid, OH 44121
Sr Barbara Piscopo
(216) 382-2110

St Vincent-St Mary HS
15 N Maple St
Akron, OH 44303
Rev McNulty
(216) 253-9113

John F Kennedy HS
2550 Central Parkway SE
Warren, OH 44484
Gerald Harklerode
(216) 369-1804

St Mary's Central Catholic
410 W Jefferson PO Box 358
Sandusky, OH 44870
T J Wallace
(419) 626-1892

St Ursula Academy HS
1339 E McMillan St
Cincinnati, OH 45206
Judy Olberding
(513) 961-3410

Shawe Memorial HS
201 W State St
Madison, IN 47250
Arthur Politz
(812) 273-2150

Marian Heights Academy
RR 3 Box 202
Ferdinand, IN 47532
Sr Mary Dominic Frederick
(812) 367-1431

Gabriel Richard HS
15235 Pennsylvania Rd
Riverview, MI 48192
Rev Richard Feigenbaum
(313) 284-1875

East Catholic HS
5206 Field
Detroit, MI 48213
Sr M Affholter
(313) 921-9650

Catholic Memorial HS
601 E College Ave
Waukesha, WI 53186
Pat Farrell
(414) 542-7101

Pius XI HS
135 N 76th St
Milwaukee, WI 53213
Gordon Sharatinski
(414) 258-0532

Beloit Catholic HS
1221 Henry Ave
Beloit, WI 53511
B. Hessenberger
(608) 362-8931

Roncalli HS
2000 Mirro Dr
Manitowoc, WI 54220
Sr Marita Gibdorf
(414) 682-8801

Premontre HS
610 Maryhill Dr
Green Bay, WI 54303
Rev A J Peeters
(414) 498-6463

Montini HS
19 W 070 16th St
Lombard, IL 60148
Br Joseph Boggio
(312) 627-6930

St Vincent De Paul HS Seminary
127th & Archer Ave
Lemont, IL 60439
Rev John Gagnepain
(312) 257-2249

Queen of Peace HS
7659 S Linder
Oak Lawn, IL 60459
Sr Barbara Sheehy
(312) 586-7300

St Barbara HS
2867 S Throop St
Chicago, IL 60608
Gary Campione
(312) 842-0042

St Joseph HS
4831 S Hermitage Ave
Chicago, IL 60609
Sr Patrice Marie
(312) 927-3886

Maria HS
6727 S California Ave
Chicago, IL 60629
Sr Linda Therese
(312) 925-8686

St Patrick HS
5900 W Belmont Ave
Chicago, IL 60634
Principal
(312) 282-8844

St Rita HS
6310 S Claremont Ave
Chicago, IL 60636
Rev Patrick Murphy
(312) 925-5600

St Scholastica HS
7416 Ridge Blvd
Chicago, IL 60645
Sr Judith Murphy
(312) 764-5715

Mater Dei HS
9th & Plum Sts
Breese, IL 62230
Joel Sheridan
(618) 526-7216

St Paul HS
1420 Ninth St
Highland, IL 62249
Sr Mary Bender
(618) 654-6461

St Mary's Academy
High School Dept
Nauvoo, IL 62354
Sr Phyllis M Murray
(217) 453-6619

Campus Ministry — Generic

St Edward HS
335 Locust St
Elgin, IL 60120
Rev H Clapsaddle
(312) 741-7535

Queen of Peace HS
7659 S Linder
Oak Lawn, IL 60459
Sr Maureen Croak
(312) 586-7300

Madonna HS
3155 N Karlow Ave
Chicago, IL 60641
Graziano Marcheschi
(312) 282-2552

Campus Ministry with Specific Elements

St Edward HS
13500 Detroit Ave
Lakewood, OH 44107
Rosemary Torrence
(216) 221-3776

Andrean HS
5959 Broadway
Merrillville, IN 46410
Rev M Cesretto
(219) 887-5281

Mercy HS
29300 11 Mile Rd
Farmington Hills, MI 48018
Rachelle Harper
(313) 476-8020

Marquette University HS
3401 W Wisconsin Ave
Milwaukee, WI 53208
Warren Sazuma
(414) 933-7220

Piux XI HS
135 N 76th St
Milwaukee, WI 53213
Rev Marvin Knighton
(414) 258-0532

Montini HS
19 W 070 16th St
Lombard, IL 60148
Br Robert Veselsky
(312) 627-6930

Elizabeth Seton HS
16100 Seton Rd
South Holland, IL 60473
Sr Rebecca Hurr
(312) 333-6300

Nazareth Academy
1209 W Ogden
La Grange Park, IL 60525
Sr Pat Bergen
(312) 354-0061

St Joseph HS
4831 S Hermitage Ave
Chicago, IL 60609
Sr Linda Baltikas
(312) 927-3886

Gordon Technical HS
3633 N California Ave
Chicago, IL 60618
Rev John Nowak
(312) 539-3600

Retreats — Students Only

Seton HS
Glenway & Beech
Cincinnati, OH 45205
Sr Brenda Busch
(513) 471-2600

Notre Dame HS
2220 Sunrise Ave
Portsmouth, OH 45662
Rev Jim Klima
(614) 353-0719

Scecina Memorial HS
5000 Nowland Ave
Indianapolis, IN 46201
Raymond Riley
(317) 356-6377

Bishop Chatard HS
5885 Crittenden Ave
Indianapolis, IN 46220
Rev Pat Doyle
(317) 251-1451

Marquette HS
306 W 10th St
Michigan City, IN 46360
Sr Joan Marie
(219) 887-9581

Marian HS
1311 S Logan St
Mishawaka, IN 46544
Rev Schooler
(219) 259-5257

Cabrini HS
15305 Wick Rd
Allen Park, MI 48101
Jan Grobniski
(313) 388-0110

Aquinas HS
15601 N Line Rd
Southgate, MI 48195
Sr Kay Tardiff
(313) 283-3190

St Joseph HS
2401 69th St
Kenosha, WI 53140
Rev David Reith
(414) 654-8651

Regis HS
2100 Fenwick Ave
Eau Claire, WI 54701
Rev John Parr
(715) 835-5141

Josephinum HS
1501 N Oakley Blvd
Chicago, IL 60622
Sr Anastasia Olson
(312) 276-1261

Lourdes HS
4034 W 56th St
Chicago, IL 60629
Lucille Miller
(312) 581-2555

Assumption HS
950 Kings Highway
East St Louis, IL 62203
Rev George Mauck
(618) 397-2796

Retreats — Students and Others

Elyria Catholic HS
725 Gulf Rd
Elyria, OH 44035
Sr Jacquelyn
(216) 365-1821

Beaumont Schl for Girls
3301 North Park Blvd
Cleveland Hghts, OH 44118
Sr Fidelis
(216) 321-2954

Central Catholic HS
4824 Tuscarawas Ave West
Canton, OH 44708
Rev Robert Kaylor
(216) 478-2131

La Salle HS
3091 N Bend Rd
Cincinnati, OH 45239
Thomas D'Arthur
(513) 741-3000

Bishop Noll HS
1519 Hoffman St
Hammond, IN 46320
Rev Patrick Connolly
(219) 932-9058

Gabriel Richard HS
15325 Pennsylvania Rd
Riverview, MI 48192
Rev Richard Feigenbaum
(313) 284-1875

Our Lady Star of the Sea HS
467 Fairford
Grosse Pointe Woods, MI 48236
Sr Martha Goode
(313) 881-2040

Althoff Catholic HS
5401 W Main St
Belleville, IL 62223
Rev Richard Daly
(618) 325-1100

Liturgy and Sacraments

St Francis Academy
1200 Larkin Ave
Joliet, IL 60435
Sr Jo Gearoite
(815) 725-6646

The Unity HS
8100 Prairie Ave
Chicago, IL 60619
Sr Madonna Thelen
(312) 483-8100

St Scholastica HS
7416 Ridge Blvd
Chicago, IL 60645
Sr Judith Zonsius
(312) 764-5715

Service Programs — Students Only

Bishop Watterson HS
99 E Cooke Rd
Columbus, OH 43214
Jim Silcott
(614) 268-8671

John F Kennedy HS
2550 Central Parkway SE
Warren, OH 44484
Rev Terry Hazel
(216) 369-1804

Ursuline HS
750 Wick Ave
Youngstown, OH 44505
Rev Dan Vanglorik
(216) 744-4563

St Mary's Central Catholic
410 W Jefferson PO Box 358
Sandusky, OH 44870
Sr M Dona
(419) 626-1892

Mt Notre Dame HS
711 E Columbia Ave
Reading, OH 45215
Eileen O Lipps
(513) 821-3044

Premontre HS
610 Maryhill Dr
Green Bay, WI 54303
Robert Pauly
(414) 498-6464

Marian HS
666 Ashland Ave
Chicago Heights, IL 60411
Sr M Theodora
(312) 755-7565

St Francis Academy
1200 Larkin Ave
Joliet, IL 60435
Sr Mary Rose Leit
(815) 725-6646

St Paul HS
1420 Ninth St
Highland, IL 62249
Judy Melosci
(618) 654-6461

Service Programs — Students and Others

Newark Catholic HS
1 Green Wave Dr
Newark, OH 43055
James Grove
(614) 344-3594

Vilia Angela Academy
17001 Lake Shore Blvd
Cleveland, OH 44110
Sr Virginia Devinne
(216) 692-3950

Beaumont Schl for Girls
3301 North Park Blvd
Cleveland Hghts, OH 44118
Sr Nancy
(216) 321-2954

La Salle HS
3091 N Bend Rd
Cincinnati, OH 45239
Rev James Manning
(513) 741-3000

Bishop Luers HS
333 E Paulding Rd
Fort Wayne, IN 46816
Rev Gary Sabourini
(219) 456-1261

Bishop Foley HS
32000 N Campbell Rd
Madison Hgts, MI 48071
F Spencer
(313) 585-1210

Ladywood HS
14680 Newburg Rd
Livonia, MI 48154
Sr Joy Marie Tomish
(313) 591-1544

Gibault HS
501 Columbia Ave
Waterloo, IL 62298
Steve Donahue
(618) 939-6618

Kudos

St Mary Central HS
528 Second St
Menasha, WI 54952
Sr Jean Ford
(414) 722-7796

Hales Franciscan HS
4930 Cottage Grove
Chicago, IL 60615
Rev Mario Dicicco
(312) 285-8400

Mater Dei HS
9th & Plum Sts
Breese, IL 62230
Joel Sheridan
(618) 526-7216

PARENTS

Parent Pride/Satisfaction/Enthusiasm

St Barbara HS
2867 S Throop St
Chicago, IL 60608
Mr Campiane
(312) 842-0042

Learning Programs for Parents

Divine Child HS
1001 N Silvery Lane
Dearborn, MI 48128
Bonnie Adler
(313) 562-4874

Assumption HS
445 Chestnut St
Wisconsin Rapids, WI 54494
William O'Brien
(715) 423-2920

Regis HS
2100 Fenwick Ave
Eau Claire, WI 54701
Rev John Parr
(715) 835-5141

School Board

St Joseph HS
18491 Lake Shore Blvd
Cleveland, OH 44119
James E. Simonis
(216) 481-8414

Chaminade-Julienne HS
505 S Ludlow St
Dayton, OH 45402
Paul Woodie
(513) 225-5145

Beloit Catholic HS
1221 Henry Ave
Beloit, WI 53511
Thomas Brossard
(608) 362-6796

Parental Involvement In School Life

Marquette University HS
3401 W Wisconsin Ave
Milwaukee, WI 53208
William Doran
(414) 933-7220

Nazareth Academy
1209 W Ogden
La Grange Park, IL 60525
Sr Ethel Vaca
(312) 354-0061

Bishop McNamara HS
Brookmont Blvd
Kankakee, IL 60901
Doreen Collins
(815) 922-8363

Newman Central Catholic HS
1101 St Mary St
Sterling, IL 61081
Richard Siebs
(815) 625-0500

DEVELOPMENT

Alumnae/i Programs

Central Catholic HS
4824 Tuscarawas Ave West
Canton, OH 44708
Sr Mary Cunningham
(216) 478-2131

Roger Bacon HS
4320 Vine St
St Bernard, OH 45217
Rev Sylvester Happner
(513) 641-1300

Catholic Central HS
319 Sheldon Ave SE
Grand Rapids, MI 49503
David Seamon
(616) 247-0870

Loyola Academy
1100 N Laramie
Wilmette, IL 60091
Rev Robert Humbert
(312) 256-1100

Endowment

St Joseph HS
18491 Lake Shore Blvd
Cleveland, OH 44119
James E. Simonis
(216) 481-8414

Lima Central Catholic HS
720 S Cable Rd
Lima, OH 45805
Dan Rupert
(419) 222-4276

Model Development Programs

Bishop Watterson HS
99 E Cooke Rd
Columbus, OH 43214
Tom Scholl
(614) 268-8671

Elyria Catholic HS
725 Gulf Rd
Elyria, OH 44035
Richard McClement
(216) 365-1821

Regina HS
1857 S Green Rd
South Euclid, OH 44121
Sr Mary Dowling
(216) 382-2110

Bishop Noll HS
1519 Hoffman St
Hammond, IN 46320
Dennis Fech
(219) 932-9058

Shrine HS
3500 W 13 Mile Rd
Royal Oak, MI 48072
Sam Kennedy
(313) 549-2925

Gabriel Richard HS
15325 Pennsylvania Rd
Riverview, MI 48192
Marlene Tyler
(313) 284-1875

Msgr Hackett HS
1000 W Kilgore Rd
Kalamazoo, MI 49008
Bill Martin
(616) 381-2624

Catholic Central HS
319 Sheldon Ave SE
Grand Rapids, MI 49503
David Seamon
(616) 247-0870

St Joseph HS
2401 69th St
Kenosha, WI 53140
Sr Mary Yanny
(414) 654-8651

Assumption HS
445 Chestnut St
Wisconsin Rapids, WI 54494
William O'Brien
(715) 715-2920

Loyola Academy
1100 N Laramie
Wilmette, IL 60091
Jean Corby
(312) 265-1100

Marian HS
666 Ashland Ave
Chicago Heights, IL 60411
Jack Heneghan
(312) 755-7565

Madonna HS
3155 N Karlov Ave
Chicago, IL 60641
Mary Hafner
(312) 282-2552

Academy of Our Lady
1309 W 95th St
Chicago, IL 60643
Sr Helen Joseph Teffner
(312) 445-2300

Boylan Central Catholic HS
4000 St Francis Dr
Rockford, IL 61103
Sr M Anthony
(815) 877-2513

Quincy Notre Dame HS
10th & Jackson Sts
Quincy, IL 62301
John A Spring
(217) 224-2598

Public Relations

Mt Notre Dame HS
711 E Columbia Ave
Reading, OH 45215
Kathleen Hipskind
(513) 821-3044

Chaminade-Julienne HS
505 S Ludlow St
Dayton, OH 45402
John Fay
(513) 461-3740

Our Lady of Providence HS
707 W Highway 131
Clarksville, IN 47130
Robert Larkin
(812) 945-2538

St Patrick HS
625 Center St
Portland, MI 48875
R N Cathcart
(517) 647-7551

Msgr Hackett HS
1000 W Kilgore Rd
Kalamazoo, MI 49008
Diane Bishop
(616) 381-2646

Columbus HS
710 Columbus Ave E
Marshfield, WI 54449
Terry Swenson
(715) 387-4535

FINANCES

Negotiated Tuition

Bishop McNamara HS
Brookmont Blvd
Kankakee, IL 60901
Judge John Michela
(815) 937-2915

Financial Stabilization

William V Fisher Catholic HS
1803 Granville Pike
Lancaster, OH 43130
A R Trombetti
(614) 654-1231

Cleveland Central Catholic HS
6550 Baxter
Cleveland, OH 44105
Rev Neil O'Connor
(216) 441-4700

Lansing Catholic Central HS
501 N Marshall
Lansing, MI 48912
Ron Smith
(517) 484-4465

Driscoll Catholic HS
555 N Lombard Rd
Addison, IL 60101
Br Michael Flaherty
(512) 543-6310

Fund Raising — Generic

St Florian HS
2622 Florian Ave
Hamtramck, MI 48212
Mr Manczyk
(313) 875-6347

Fund Raising by Single Group/from Single Source

Newman Central Catholic HS
1101 St Mary St
Sterling, IL 61081
Al Vock
(815) 625-0500

Fund Raising by Two or More Groups/Cooperative Effort

St Patrick HS
5900 W Belmont Ave
Chicago, IL 60634
Principal
(312) 282-8844

St Mary's Academy
High School Dept
Nauvoo, IL 62354
Ann Conner
(217) 453-6619

Fund Raising from Single Named Event

St Joseph HS
2401 69th St
Kenosha, WI 53140
Mary Karner
(414) 694-6643

RELIGION

Religion Curriculum — Generic

William V Fisher Catholic HS
1803 Granville Pike
Lancaster, OH 43130
Rev Sam Ritchey
(614) 654-1231

Bishop Hartley HS
1285 Zettler Rd
Columbus, OH 43227
Kristina Kumm
(614) 237-5421

St Joseph's Central Catholic
702 Croghan St
Fremont, OH 43420
Richard Freeborn
(419) 332-9947

Mt Notre Dame HS
711 E Columbia Ave
Reading, OH 45215
Rev Tom Brusser
(513) 821-3044

St Joseph Central Catholic HS
6th & Quincy Sts
Ironton, OH 45638
Rev Thomas Nau
(614) 532-0485

East Catholic HS
5206 Field
Detroit, MI 48213
Mrs C Hurley
(313) 921-9650

Msgr Hackett HS
1000 W Kilgore Rd
Kalamazoo, MI 49008
Ray Rau
(616) 381-2646

St Edward HS
335 Locust St
Elgin, IL 60120
Robert Warski
(313) 741-7535

Mother Theodore Guerin HS
8001 Belmont Ave
River Grove, IL 60171
Scott Dutton
(312) 625-3278

Boylan Central Catholic HS
4000 St Francis Dr
Rockford, IL 61103
Rev John J Mitchell
(815) 877-2513

Religion Curriculum — Specific Courses

St Augustine Academy
14808 Lake Ave
Lakewood, OH 44107
Sr Patricia
(216) 221-4227

Trinity HS
Lathrop Ave & Division St
River Forest, IL 60305
Sr Carol Coenen
(312) 771-8383

Benet Academy
2200 Maple Ave
Lisle, IL 60532
Ernest Stark
(312) 969-6550

Quincy Notre Dame HS
10th & Jackson Sts
Quincy, IL 62301
Ginny Camacho
(217) 223-2479

Peace and Justice Issues

Erieview Catholic HS
1736 Superior Ave
Cleveland, OH 44114
Sr Mary Rita
(216) 861-3750

Magnificat HS
20770 Hillard Rd
Rocky River, OH 44116
Nancy Powell
(216) 331-1572

St Ursula Academy HS
1339 E McMillan St
Cincinnati, OH 45206
Larry Maly
(513) 961-3410

Marian HS
1311 S Logan St
Mishawaka, IN 46544
Rev Schooler
(219) 259-5257

Marian Heights Academy
RR 3 Box 202
Ferdinand, IN 47532
Sr M Dominic Frederick
(812) 367-1431

Roncalli HS
2000 Mirro Dr
Manitowoc, WI 54220
Br Milton Barker
(414) 682-8801

Queen of Peace HS
7659 S Linder
Oak Lawn, IL 60459
Sr Kathleen Phelan
(312) 586-7300

PLAINS

ADMINISTRATION

Long Range Planning

Marian HS
7400 Military Ave
Omaha, NE 68134
Sr Carolyn Foley
(401) 571-2618

Physical Plant

St Francis Borgia Regional HS
1000 Borgia Dr
Washington, MO 63090
Rev F J Wesloh
(314) 239-7871

Other Administrative Successes

Kuemper HS
109 S Clark St
Carroll, IA 51401
Rev Tom Geelan
(712) 792-3596

Assumption HS
1020 W Central Park Ave
Davenport, IA 52804
Dan Miller
(319) 326-5313

Archbishop Brady HS
1200 Oakdale Ave
W St Paul, MN 55118
John Albert
(612) 457-8791

St Teresa Academy
5600 Main St
Kansas City, MO 64113
Sr Barbara Verhaven
(816) 523-3522

FACULTY

High Morale of Faculty/Staff

Gehlen Catholic HS
709 Plymouth St NE
Le Mars, IA 51031
Rev John McGuil
(712) 562-6401

Marguette HS
413 Ave C
West Point, IA 52656
Georgia Harmeyer
(319) 837-6131

Totino Grace HS
1350 Gardena Ave
Fridley, MN 55432
Kathy Murphy
(612) 571-9116

Cathedral HS
Washington & Sixth N
New Ulm, MN 56073
Dave Schieffert
(507) 354-4511

Cardinal Ritter Prep HS
5421 Thekla Ave
St Louis, MO 63120
Br L Keller
(314) 381-7979

Ursuline Academy
341 S Sappington
St Louis, MO 63122
Sr Toni Lowrey
(314) 966-4556

Holy Family HS
PO Box 8
Lindsay, NE 68644
Sr Margaret Ann Wallender
(402) 428-3215

St Patricks HS
PO Box 970
North Platte, NE 69101
Terry Schmit
(402) 532-1874

Low Turnover of Faculty

Kuemper HS
109 S Clark St
Carroll IA 51401
Rev Tom Geelan
(712) 792-3596

Professional In-Service Training

Kuemper HS
109 S Clark St
Carroll, IA 51401
Sr Margaret
(712) 792-3596

Evaluation of Faculty/Staff

Roncalli HS
1400 N Dakota St
Aberdeen, SD 57401
Rich Engler
(605) 225-7440

Mc Auley Regional HS
902 Pearl St
Joplin, MO 64801
Sr Constance Fitelski
(417) 624-9320

Other Faculty Achievements

St Marys Central HS
1025 N 2nd St
Bismarck, ND 58501
Richard Limke
(701) 223-4113

STUDENTS

Diversity of Race, Cultures and Traditions

Bishop Hogan HS
1221 E Meyer Blvd
Kansas City, MO 64131
Sr Vickie Perkins
(816) 444-3464

Student Activities, Unspecified or Other

Cardinal Ritter Prep HS
5421 Thekla Ave
St Louis, MO 63120
Br Lawrence Keller
(314) 381-7979

Rosati-Kain Catholic Girls HS
4389 Lindell Blvd
St Louis, MO 63108
Miss B Anderson
(314) 533-8513

Cardinal Ritter Prep HS
5421 Thekla Ave
St Louis, MO 63120
Leon Henderson
(314) 381-7979

Marian HS
7400 Military Ave
Omaha, NE 68134
Sr Carolyn Foley
(402) 571-2618

Enhancement of Student Self-Image

St Marys Central HS
1025 N 2nd St
Bismark, ND 58501
Richard Limke
(701)223-4113

Ursuline Academy
341 S Sappington
St Louis, MO 63122
Sr Toni Lowrey
(314) 966-4556

Discipline as a Learning Tool

Newman HS
2445 19th SW
Mason City, IA 50401
Rev Rimler
(515) 423-6939

Gehlen Catholic HS
709 Plymouth St NE
Le Mars, IA 51031
Rev Gerald Feierfeil
(712) 546-5126

Regina HS
4225 Third Ave S
Minneapolis, MN 55409
Laurel Gillson
(612) 827-2677

Totino Grace HS
1350 Gardena Ave
Fridley, MN 55432
Dave Nigon
(612) 571-9116

St Francis Borgia Regional HS
1000 Borgia Dr
Washington, MO 63090
Doug Light
(314) 239-7871

St Louis University HS
4970 Oakland Ave
St Louis, MO 63110
Art Zinselmeyer
(314) 531-0330

Notre Dame HS
320 E Ripa Ave
St Louis, MO 63125
Ruth Schejbal
(314) 544-1015

St Mary's/Bundschu Memorial
622 N Main St
Independence, MO 64050
J P Tompkins
(816) 252-8733

Springfield Catholic HS
601 S Jefferson
Springfield, MO 65806
Sr Mary Raynald Blomer
(417) 865-2897

Thomas More Prep-Marian High
1701 Hall St
Hays, KS 67601
Angelina Capelka
(913) 625-6577

Recruitment Techniques

Dowling HS
1400 Buffalo Rd
West Des Moines, IA 50265
Michael Coury
(515) 225-3888

De La Salle HS
25 W Island Ave
Minneapolis, MN 55401
Kent Evans
(612) 379-4671

Rosati-Kain Catholic Girls HS
4389 Lindell Blvd
St Louis, MO 63108
Sr Margaret Ann Schulte
(314) 533-8513

High Percentage Post High School Education

Regina HS
2150 Rochester Ave
Iowa City, IA 52240
Sr Lois Prebel
(319) 338-5436

Norfolk Catholic HS
PO Box 1607
Norfolk, NE 68701
Tom Ludens
(402) 371-2784

Large Number in Co-Curriculum Programs

Archbishop Brady HS
1200 Oakdale Ave
W St Paul, MN 55118
John Fitzpatrick
(612) 457-8791

Shanley HS
705 13th Ave N
Fargo, ND 58102
Br Roger Betzold
(701) 235-5581

Cathedral HS
3900 Webster
Omaha, NE 68131
Tom Kros
(402) 556-1255

High Percentage Low-Income Students

Loyola HS
Good Counsel Dr
Mankato, MN 56001
Tom Tacheny
(507) 388-2997

CURRICULUM

Academic Excellence in General

Beckman HS
1325 9th St NE
Dyersville, IA 52040
Dick Mescher
(319) 875-2453

St Mary's/Bundschu Memorial
622 N Main St
Independence, MO 64050
J P Tompkins
(816) 252-8733

Bishop Hogan HS
1221 E Meyer Blvd
Kansas City, MO 64131
Sr Vickie Perkins
(402) 444-3464

Roncalli HS
6401 Redick Ave
Omaha, NE 68152
Principal

Academic Excellence Naming Specific Techniques

Shanley HS
705 13th Ave N
Fargo, ND 58102

Cathedral HS
3900 Webster
Omaha, NE 68131
Sr Demis Slorin
(402) 556-1255

Science and/or Mathematics Model Program

Columbus HS
3231 W Ninth St
Waterloo, IA 50702
Mr Gilbert
(319) 233-3358

Wahlert HS
2005 Kane St
Dubuque, IA 52001
Rev Joseph P Heraro
(319) 583-9771

Notre Dame HS
702 S Roosevelt Ave
Burlington, IA 52602
Joseph S Dento
(319) 754-8431

Marquette HS
413 Ave C
West Point, IA 52656
Agnes Link
(319) 524-3412

Lourdes HS
Center St & 7th Ave NW
Rochester, MN 55901
Lois Geist
(507) 289-3991

Cardinal Muench Seminary
100 35th Ave NE
Fargo, ND 58102
Hank Labore
(701) 232-8969

Academy of the Visitation HS
3020 N Ballas Rd
St Louis, MO 63131
Janet Parsons
(314) 432-5353

Sacred Heart HS
416 W Third St
Sedalia, MO 65301
Richard Bahner
(816) 827-3800

Cathedral HS
3900 Webster
Omaha, NE 68131
Sofia Kork
(402) 556-1255

Aquinas HS
Box 149
David City, NE 68632
Sr Remigia Kerschen
(402) 367-3175

Holy Family HS
Box 8
Lindsay, NE 68644
Principal
(402) 428-3215

Writing/English Skills Model Program

Loyola HS
Good Counsel Dr
Mankato, MN 56001
Pam Cady
(507) 388-2997

Villa Duchesne HS Dept
801 S Spoede Rd
St Louis, MO 63131
Susan Good
(314) 432-2021

Central Catholic HS
1200 N Ruby St
Grand Island, NE 68801
Julie Kayl
(308) 384-2440

Computer Education/Literacy Model Program

Wahlert HS
2005 Kane St
Dubuque, IA 52001
Joyce Hurka
(319) 583-9771

Beckman HS
1325 9th St NE
Dyersville, IA 52040
Twyla Scherbring
(319) 875-7188

Lourdes HS
Center St & 7th Ave NW
Rochester, MN 55901
Joe Mayer
(507) 289-3991

Cathedral HS
Washington & Sixth N
New Ulm, MN 56073
Kathy Cook
(507) 354-4511

Roncalli HS
1400 N Dakota St
Aberdeen, SD 57401
Don Hautschild
(605) 225-7440

Nerinx Hall
530 E Lockwood Ave
Webster Groves, MO 63119
Sr Nancy Wittwer
(314) 968-1505

Springfield Catholic HS
601 S Jefferson
Springfield, MO 65806
Sr Mary Raynald Blomer
(417) 865-2897

Daniel J Gross HS
7700 S 43rd St
Omaha, NE 68147
Br Eugene Meyer Peter
(402) 734-2000

Guidance Model Program

Newman HS
2445 19th SW
Mason City, IA 50401
Al Eckelmann
(515) 423-6939

Cor Jesu Academy
10230 Gravois Rd
St Louis, MO 63123
Julie Walker
(314) 842-1546

Duchesne Academy of Sacred Heart
36th & Burt Sts
Omaha, NE 68131
Sr Shirley Miller
(402) 558-3600

Norfolk Catholic HS
PO Box 1607
Norfolk, NE 68701
Evonne Barkink
(402) 371-2784

Chemical Dependency — Individual or Group Model Program

Assumption HS
1020 W Central Park Ave
Davenport, IA 52804
Tom Sunder Brush
(319) 326-5313

Academy of the Holy Angels
Nicollet at 66th St
Richfield, MN 55423
Art Iverson
(612) 866-8762

Cathedral HS
7th Ave & 3rd St N
St Cloud, MN 56301
Paul I Wenner
(612) 251-3421

Gifted/Talented/College Preparatory Model Program

Regina HS
2150 Rochester Ave
Iowa City, IA 52240
Jim Jacobmeyer
(319) 333-5436

Academy of the Visitation HS
3020 N Ballas Rd
St Louis, MO 63131
Martin Milstead
(314) 432-5353

Other Specific Model Programs Including Fine Arts

Newman HS
2445 19th SW
Mason City, IA 50401
Rev Renber
(515) 423-6939

Academy of the Holy Angels
Nicollet at 66th St
Minneapolis, MN 55423
Sr Mary Walter
(612) 866-8762

Roncalli HS
1400 N Dakota St
Aberdeen, SD 57401
Rich Engler
(605) 225-7440

Bishop Ryan HS
316 11th Ave NW
Minot, ND 58701
Patrick Limke
(701) 852-4004

Fr Flanagan HS
2606 Hamilton St
Omaha, NE 68131
Rev Jim Giig
(402) 341-1333

Marian HS
7400 Military Ave
Omaha, NE 68134
Sr Carolyn Foley
(401) 571-2618

Beckman HS
1325 9th St SE
Dyersville, IA 52040
Jack Klein
(319) 875-7188

Cretin HS
495 S Hamline Ave
St Paul, MN 55116
Br Michael Rivers
(612) 690-2443

Cardinal Muench Seminary
100 35th Ave NE
Fargo, ND 58102
Sr Patricia Forest
(701) 232-8960

Emmons Central HS
Box 325
Strasburg, ND 58573
Les Kramer
(701) 336-2617

Nerinx Hall
530 E Lockwood Ave
Webster Groves, MO 63119
Ruth Burgett
(314) 968-1505

Cor Jesu Academy
10230 Gravois Rd
St Louis, MO 63123
Sr Carol Sansone
(314) 842-1546

Notre Dame HS
320 E Ripa Ave
St Louis, MO 63125
Sr Mary Bryan Owens
(314) 544-1015

St Teresa's Academy
5600 Main St
Kansas City, MO 64113
Jean Iadevito
(816) 523-3522

Springfield Catholic HS
601 S Jefferson
Springfield, MO 65806
Rene Coller
(417) 865-2897

Duchesne Academy of Sacred Heart
36th & Burt Sts
Omaha, NE 68131
Sr C Lacey
(402) 558-3800

Fr Flanagan HS
2606 Hamilton St
Omaha, NE 68131
Rev Jim Gilg
(402) 341-1333

Central Catholic HS
1200 N Ruby St
Grand Island, NE 68801
Elaine Wiack
(308) 384-2440

St Patricks HS
PO Box 970
North Platte, NE 69101
Dave Korensky
(308) 532-1874

SPIRITUAL CLIMATE

Christian Community Involving Students/Parents/Teachers

Columbus HS
3231 W Ninth St
Waterloo, IA 50702
Rev W Brunkaw
(319) 233-3358

Gehlen Catholic HS
709 Plymouth St NE
Le Mars, IA 51031
Rev Gerald Feierfeil
(712) 546-5126

De La Salle HS
25 W Island Ave
Minneapolis, MN 55401
Br Christopher
(612) 379-4671

Lourdes HS
Center St & 7th Ave NW
Rochester, MN 55901
Mike Leahy
(507) 289-3991

Pacelli HS
311 Fourth St NW
Austin, MN 55912
Rev Michael J. Hoeppner
(507) 437-3278

Shanley HS
705 13th Ave N
Fargo, ND 58102
Br Roger Betzold
(701) 235-5581

St Marys Central HS
1025 N 2nd St
Bismark, ND 58501
Richard Limke
(701) 223-4113

Emmons Central HS
Box 325
Strasburg, ND 58573
Les Kramer
(701) 336-2617

Bishop Ryan HS
316 11th Ave NW
Minot, ND 58701
Patrick Limke
(701) 852-4004

Ursuline Academy
341 S Sappington
St Louis, MO 63122
Sr Toni Lowrey
(314) 966-4556

St Mary's/Bundschu Memorial
622 N Main St
Independence, MO 64050
J P Tompkins
(816) 252-8733

Sacred Heart HS
416 W Third St
Sedalia, MO 65301
Irene Davis
(816) 827-3800

Fr Flanagan HS
2606 Hamilton St
Omaha, NE 68131
Stephen Greanspan
(402) 341-1333

Campus Ministry — Generic

St Louis University HS
4970 Oakland Ave
St Louis MO 63110
Rev Frank Reale
(314) 531-0330

Rosary HS
1720 Redman Ave
St Louis, MO 63138
Sr Leonette Juengst
(314) 741-1333

Thomas More Prep-Marian High
1701 Hall St
Hayes, KS 67601
Rev John Lager
(402) 625-6577

Roncalli HS
6401 Redick Ave
Omaha, NE 68152
Principal

Campus Ministry with Specific Elements

Totino Grace HS
1350 Gardena Ave
Fridley, MN 55432
Sue Orlowski
(612) 571-9116

Daniel J Gross HS
7700 S 43rd St
Omaha, NE 68147
Rev Eugene Sweeney
(402) 734-2000

Retreats — Students Only

Notre Dame HS
320 E Ripa Ave
St Louis, MO 63125
Ed Lewandowski
(314) 544-1015

Retreats — Students and Others

Creighton Preparatory Schl
7400 Western Ave
Omaha, NE 68114
Rev James Michalski
(402) 393-1190

Liturgy and Sacraments

Cardinal Muench Seminary
100 35th Ave NE
Fargo, ND 58102
Rev George Hohman
(701) 232-8960

Rosati-Kain Catholic Girls HS
4389 Lindell Blvd
St Louis, MO 63108
Rev Gerard Welsch
(314) 533-8513

Service Programs — Students Only

Wahlert HS
2005 Kane St
Dubuque, IA 52001
Sr Elena Hoye
(319) 583-9771

Academy of the Holy Angels
Nicollet at 66th St
Minneapolis, MN 5542
Jane Doyle
(612) 866-8762

Service Programs — Students and Others

Dowling HS
1400 Buffalo Rd
West Des Moines, IA 50265
Karen Thuente
(515) 225-3000

St Elizabeth Academy HS Dept
3401 Arsensal St
St Louis, MO 63118
Sr John Antonio
(314) 772-5107

Vianney HS
1311 S Kirkwood Rd
Kirkwood, MO 63122
John Burcke
(314) 965-4853

Academy of the Visitation HS
3020 N Ballas Rd
St Louis, MO 63131
Sr Mary Virginia
(314) 432-5353

Rosary HS
1720 Redman Ave
St Louis, MO 63138
Sr Nancy Lydon
(314) 741-1333

Kudos

McAuley Regional HS
902 Pearl St
Joplin, MO 64801
Rev Mark Boyer
(417) 624-9320

PARENTS

Learning Programs for Parents

Pacelli HS
311 Fourth St NW
Austin, MN 55912
Steve Murray
(507) 437-3278

School Board

Regina HS
4225 Third Ave S
Minneapolis, MN 55409
Sr Mary Ellen
(612) 827-2677

St Elizabeth Academy HS Dept
3401 Arsensal St
St Louis, MO 63118
Sr Beth Feckter
(314) 771-5134

Parental Involvement In School Life

Regina HS
2150 Rochester Ave
Iowa City, IA 52240
Sr Lois Prebil
(319) 338-5436

Assumption HS
1020 W Central Park Ave
Davenport, IA 52804
Dan Miller
(319) 326-5313

DEVELOPMENT

Parish Involvement through Student Service

Holy Family HS
Box 8
Lindsay, NE 68644
Sr Margaret Ann Wallender
(402) 428-3215

Alumnae/i Programs

Thomas More Prep-Marian High
1701 Hall St
Hays, KS 67601
Jack Schramm
(913) 625-9434

Roncalli HS
6401 Redick Ave
Omaha, NE 68152
Principal
(402) 571-7670

Endowment

Pacelli HS
311 Fourth St NW
Austin, MN 55912
Clayton Meyer
(507) 433-3489

Creighton Preparatory Schl
7400 Western Ave
Omaha, NE 68114
Rev George Sullivan
(402) 393-1190

Aquinas HS
Box 149
David City, NE 68632
Rev Adrian Herbek
(402) 367-3175

Model Development Programs

Dowling HS
1400 Buffalo Rd
West Des Moines, IA 50265
Mary Gee
(515) 224-0280

Cretin HS
495 S Hamline Ave
St Paul, MN 55116
Mal Scanlan
(612) 690-2443

De La Salle HS
25 W Island Ave
Minneapolis, MN 55401
Br Basil
(612) 379-4671

Regina HS
4225 Third Ave S
Minneapolis, MN 55409
Diane Cornish
(612) 827-2677

Duchesne Academy of Sacred Heart
36th & Burt Sts
Omaha, NE 68131
Sr S Miller
(402) 558-3800

Daniel J Gross HS
7700 S 43rd St
Omaha, NE 68147
Lois Flick
(402) 734-2000

Public Relations

Columbus HS
3231 W Ninth St
Waterloo, IA 50702
Peg Peterson
(319) 233-3358

Cathedral HS
Washington & Sixth N
New Ulm, MN 56073
Julie Soehrew
(507) 354-5144

St Elizabeth Academy HS Dept
3401 Arsensal St
St Louis, MO 63118
Sr Margaret Brady
(314) 771-5134

Cor Jesu Academy
10230 Gravois Rd
St Louis, MO 63123
Sr Mary Jane Padela
(314) 842-1546

Creighton Preparatory Schl
7400 Western Ave
Omaha, NE 68114
Rev George Sullivan
(402) 393-1190

FINANCES

Financial Stabilization

Loyola HS
Good Counsel Dr
Mankato, MN 56001
Tom Tachney
(507) 388-2997

Fund Raising — Generic

St Louis University HS
4970 Oakland Ave
St Louis, MO 63110
Rev Tom Commings
(314) 531-0330

St Patricks HS
PO Box 970
North Platte, NE 69101
Bill McGahan
(308) 532-1874

Fund Raising by Two or More Groups/Cooperative Effort

Archbishop Brady HS
1200 Oakdale Ave
W St Paul, MN 55118
Gary Muellerkeile
(612) 457-8791

Bishop Hogan HS
1221 E Meyer Blvd
Kansas City, MO 64131
Sr Vickie Perkins
(516) 444-3464

RELIGION

Cognitive/Subject Matter

Bishop Ryan HS
316 11th Ave NW
Minot, ND 58701
Patrick Limke
(701) 852-4004

Religion Curriculum — Generic

Notre Dame HS
702 S Roosevelt Ave
Burlington, IA 52602
Rev Milte Phillips
(319) 754-8431

Marquette HS
413 Ave C
West Point, IA 52656
Gerald Berns
(319) 372-1862

Aquinas HS
Box 149
David City, NE 68632
Rev Robert Roh
(402) 367-3175

Norfolk Catholic HS
PO Box 1607
Norfolk, NE 68701
Rev Damian Zuerlein
(402) 371-2784

St Marys HS
4th & Adams Sts
O'Neill, NE 68763
Rev Dvorak
(402) 336-2635

Central Catholic HS
1200 N Ruby St
Grand Island, NE 68801
Mary Wiles
(308) 384-2440

Religion Curriculum — Specific Courses

Villa Duchesne HS Dept
801 S Spoede Rd
St Louis, MO 63131
Sr Claude Demousties
(314) 432-2021

Peace and Justice Issues

Villa Duchesne HS Dept
801 S Spoede Rd
St Louis, MO 63131
Mrs Noel Barrett
(314) 432-2024

St Teresa's Academy
5600 Main St
Kansas City, MO 64113
Sr Eileen Smits
(816) 523-3522

SOUTHEAST

ADMINISTRATION

Long Range Planning

St Xavier HS
1609 Poplar Level
Louisville, KY 40217
Ted Plarre
(502) 637-4712

Institutional Survival

Holy Family HS
932 Winchester Ave
Ashland, KY 41101
Br Walter Davenport
(606) 324-7040

Other Administrative Successes

St Mary HS
PO Box 7608, 1243 Elmdale Rd
Paducah, KY 42001
Rev Gerald Calhoun
(502) 442-1681

Montgomery Catholic HS
Rt 10, PO Box 42-A
Montgomery, AL 36116
Thomas L Doyle
(205) 272-7220

FACULTY

Professional In-Service Training

Sacred Heart Academy HS Dept
3175 Lexington Rd
Louisville, KY 40206
Sr Louise M Willenbrink
(502) 897-1881

Xavier University Preparatory
5116 Magazine St
New Orleans, LA 70115
Sr Alma Egan
(504) 899-6061

Spiritual In-Service Training

St Vincent's Academy HS
207 E Liberty St
Savannah, GA 31401
Sr Michael Mary Brebner
(912) 236-5508

John Carroll HS
3402 Delaware Ave
Ft Pierce, FL 33450
Clyde Russell
(305) 464-5200

STUDENTS

Diversity of Race, Cultures and Traditions

St Marys Academy HS Dept
2404 Russell Rd
Alexandria, VA 22301
Sr Alice
(703) 549-0145

Student Activities, Unspecified or Other

Catholic HS of Pensacola
3043 W Scott St
Pensacola, FL 32505
Virginia Holland
(904) 434-5325

St Charles HS
100 Dominican Dr
Lapiace, LA 70068
C J Tastet
(504) 652-3809

Enhancement of Student Self-Image

Archbishop Blenk HS
17 Gretna Blvd
Gretna, LA 70053
David Pooley
(504) 367-2626

Discipline as a Learning Tool

Gibbons HS
123 Franklin St
Petersburg, VA 23803
Bynd Woodfin
(804) 732-6576

John Carroll HS
PO Box 10207
Birmingham, AL 35202
Art Rainwater
(205) 933-6190

Xavier University Preparatory
5116 Magazine St
New Orleans, LA 70115
Joyce Coleman
(504) 899-6061

St Augustine HS
2600 A P Tureaud Ave
New Orleans, LA 70119
Leo Johnson
(504) 944-2424

Teurlings Catholic HS
139 Teurlings Dr
Lafayette, LA 70501
George Laird
(318) 235-5711

Redemtorist Senior HS
5300 Wildwood Parkway
Baton Rouge, LA 70805
David Laird
(504) 357-7841

Recruitment of High Percentage Non-Catholic Students

Gibbons HS
123 Franklin St
Petersburg, VA 23803
Sr Christine
(804) 732-6576

Mount De Sales HS
Box 6136
Macon, GA 31213
Sr M Fidelis
(912) 746-2786

High Percentage Post High School Education

Sacred Heart HS
114 Trojan Lane
Ville Platte, LA 70586
Jocelyn Joubert
(318) 363-1475

Large Number in Co-Curriculum Programs

St John Vianney Prep Schl
3801 Monroe St
New Orleans, LA 70118
Bob Smith
(504) 486-6289

High Percentage Low-Income Students

St Augustine HS
2600 A P Tureaud Ave
New Orleans, LA 70119
Leo Johnson
(504) 944-2424

CURRICULUM

Academic Excellence in General

Mount De Sales HS
Box 6136
Macon, GA 31213
Sr M Fidelis
(912) 746-2786

Montgomery Catholic HS
Rt 10, PO Box 42-A
Montgomery, AL 36116
Thomas L Doyle
(205) 272-7220

Immaculate Conception HS
1725 Central Ave
Memphis, TN 38104
Sr M Gabriella
(901) 276-6341

St Scholastica Academy
PO Box 1210
Covington, LA 70434
Marguerite Simon
(504) 892-2540

Teurlings Catholic HS
139 Tuerlings Dr
Lafayette, LA 70501
Carol Anderson
(318) 235-5711

Mt Carmel HS
109 Bridge St
New Iberia, LA 70560
Mrs Richard Le Blanc
(318) 364-2629

Academic Excellence Naming Specific Techniques

Knoxville Catholic HS
1610 E Magnolia Ave
Knoxville, TN 37917
Pat Ryan
(615) 525-0262

St Mary HS
PO Box 7608, 1234 Elmdale Rd
Paducah, KY 42001
Sara Tick
(502) 442-1681

Science and/or Mathematics Model Program

Roanoke Catholic HS
620 N Jefferson St
Roanoke, VA 24016
A O'Pauley
(703) 982-3532

Marist Schl
Box 10047, Ashford-Dunwoody N
Atlanta, GA 30319
Don Caskey
(404) 457-7201

Christian Brothers HS
5900 Walnut Grove Rd
Memphis, TN 38119
Park Wong
(901) 682-7801

St Joseph HS
700 Golf St
Greenville, MS 38701
Bettye Sue Tubpatini
(601) 378-9711

Covington Catholic HS
1600 Dixie Highway
Covington, KY 41011
Carolyn Lipps
(606) 431-5351

Notre Dame Academy
Hilton Dr
Covington, KY 41011
Sr M Ethel
(606) 261-4300

Writing/English Skills Model Program

St Joseph HS
700 Golf St
Greenville, MS 38701
Robert Davidson
(601) 378-9711

Notre Dame Academy
Hilton Dr
Covington, KY 41011
Sr M Josette
(606) 261-4300

Loyola College Prep
921 Jordan St
Shreveport, LA 71101
Sharon Duhon
(318) 221-2675

Computer Education/Literacy Model Program

St Francis De Sales HS
375 Birch St
Morgantown, WV 26505
Nancy Priselac
(304) 599-1559

Christopher Columbus HS
3000 SW 87th Ave
Miami, FL 33165
Mrs Culmo
(305) 223-5650

St Thomas Aquinas HS
PO Box 8156
Fort Lauderdale, FL 33310
Boots Riebling
(305) 581-0700

John Carroll HS
3402 Delaware Ave
Ft Pierce, FL 33450
Paul O'Brian
(305) 464-5200

Christian Brothers HS
5900 Walnut Grove Rd
Memphis, TN 38119
Br Ray Bonderer
(901) 682-7801

St Stanislaus HS
PO Box 351
Bay St Louis, MS 39520
Br Eduardo
(601) 467-9057

De Sales HS
425 Kenwood Dr
Louisville, KY 40214
Marty Minogue
(502) 368-6510

Bishop Brossart HS
Jefferson & Grove
Alexandria, KY 41001
Sr Elizabeth
(606) 635-2108

Brother Martin HS
4401 Elysian Fields Ave
New Orleans, LA 70122
Br Neal Golden
(504) 283-1861

Subiaco Academy
100 College Ave
Subiaco, AR 72865
Rev Benno Schluterman
(501) 934-4292

Guidance Model Program

St Marys Academy HS Dept
2404 Russell Rd
Alexandria, VA 22301
Sr Alice Condon
(703) 549-0145

St Francis De Sales HS
375 Birch St
Morgantown, WV 26505
Dorothy Simons
(304) 599-1559

Pacelli HS
Trinity Dr & Forrest Rd
Columbus, GA 31907
Cynthia Childers
(404) 561-4283

Catholic HS of Pensacola
3043 W Scott St
Pensacola, FL 32505
Ellen Balthrop
(904) 434-5328

Christian Brothers HS
5900 Walnut Grove Rd
Memphis, TN 38119
Luther Parker
(901) 682-7801

Bishop Brossart HS
Jefferson & Grove
Alexandria, KY 41001
Sr Evangelita
(606) 635-2108

Academy Villa Madonna HS
2500 Amsterdam Road
Covington, KY 41016
Carole Louneman
(606) 331-6333

Seton Academy
3222 Canal St
New Orleans, LA 70119
Joan Johnson
(504) 827-1985

St Edmund HS
351 W Magnolia
Eunice, LA 70535
Amanda Lefleur
(318) 457-2592

Loyola College Prep
921 Jordan St
Shreveport, LA 71101
Donna Bauer
(318) 221-2675

Chemical Dependency — Individual or Group Model Program

Knoxville Catholic HS
1610 E Magnolia Ave
Knoxville, TN 37917
Rev Frank Richards
(615) 525-0262

St Louis HS
1620 Bank St
Lake Charles, LA 70601
Jan Robert
(318) 436-7275

Redemtorist Senior HS
5300 Wildwood Parkway
Baton Rouge, LA 70805
Tanya Keller
(504) 357-0936

Gifted/Talented/College Preparatory Model Program

St Marys Academy HS Dept
2404 Russell Rd
Alexandria, VA 22301
Sr Alice Condon
(703) 549-0145

Marist Schl
Box 10047, Ashford-Dunwoody N
Atlanta, GA 30319
Don Caskey
(404) 457-7201

John Carroll HS
PO Box 10207
Birmingham, AL 35202
Art Rainwater
(205) 933-6190

Immaculate Conception HS
1725 Central Ave
Memphis, TN 38104
Iris Evans
(901) 276-6341

Sacred Heart Academy HS Dept
3175 Lexington Rd
Louisville, KY 40206
Sr Judith Rice
(502) 897-1811

Archbishop Blenk HS
17 Gretna Blvd
Gretna, LA 70053
David Pooley
(504) 367-2626

St Augustine HS
2600 A P Tureaud Ave
New Orleans, LA 70119
Leo Johnson
(504) 944-2424

Other Specific Model Programs Including Fine Arts

Cardinal Gibbons HS
2401 Western Blvd
Raleigh, NC 27606
Sr Regina Haney
(919) 821-0350

Father Lopez HS
960 Madison Ave
Daytona Beach, FL 32015
Rermil Cable
(904) 253-0661

John Carroll HS
PO Box 10207
Birmingham, AL 35202
Art Rainwater
(205) 933-6190

St Louis HS
1620 Bank St
Lake Charles, LA 70601
Tom Halbert
(318) 436-7275

John Carroll HS
3402 Delaware Ave
Ft Pierce, FL 33450
Lillian Jacobus
(305) 464-5200

Academy of Our Lady of Mercy
1176 E Broadway
Louisville, KY 40204
Jim Clements
(502) 584-4273

St Charles HS
100 Dominican Dr
Laplace, LA 70068
Margaret Chauvin
(504) 652-3809

De La Salle Catholic HS
5300 St Charles Ave
New Orleans, LA 70115
Carole Evans
(504) 895-5717

De La Salle Catholic HS
5300 St Charles Ave
New Orleans, LA 70115
Br Don Everard
(504) 895-5717

Brother Martin HS
4401 Elysian Fields Ave
New Orleans, LA 70122
Gayle Solonton
(504) 283-1561

Sacred Heart HS
114 Trojan Lane
Ville Platte, LA 70586
Larry Vidrine
(318) 363-5163

SPIRITUAL CLIMATE

Christian Community Involving Students/Parents/Teachers

Gibbons HS
123 Franklin St
Petersburg, VA 23803
Sr Adele
(804) 732-6576

Roanoke Catholic HS
620 N Jefferson St
Roanoke, VA 24016
Gregory J O'Connor
(703) 982-3532

Madonna HS
Weirton Hgts
Weirton, WV 26062
Pete Basil
(304) 723-0545

Marist Schl
Box 10047, Ashford-Dunwoody N
Atlanta, GA 30319
Br John Ulrich
(404) 457-7201

Mount De Sales HS
Box 6136
Macon, GA 31213
Sr M Fidelis
(912) 746-2786

St Vincent's Academy HS
207 E Liberty St
Savannah, GA 31401
Sr Angela Schroder
(912) 236-5508

Montgomery Catholic HS
Rt 10, PO Box 42-A
Montgomery, AL 36116
Thomas L Doyle
(205) 272-7220

Bishop Byrne HS
1475 E Shelby Dr
Memphis, TN 38116
Rev Bruce Cinguegrani
(901) 346-3060

Academy Villa Madonna HS
2500 Amsterdam Road
Covington, KY 41016
Sr Joseph Marie
(606) 331-6333

St John Vianney Prep Schl
3801 Monroe St
New Orleans, LA 70118
Joe Rosolino
(504) 486-6289

St Scholastica Academy
PO Box 1210
Covington, LA 70434
Lucille Sarrat
(504) 892-2540

St Edmund HS
351 W Magnolia
Eunice, LA 70535
Ronald Aguillard
(318) 457-2592

Loyola College Prep
921 Jordan St
Shreveport, LA 71101
Gerald Johnson
(318) 221-2675

Subiaco Academy
100 College Ave
Subiaco, AR 72865
Rev Benno Schluterman
(501) 934-4292

Campus Ministry — Generic

Christopher Columbus HS
3000 SW 87th Ave
Miami, FL 33165
Br Michael
(305) 223-5650

Campus Ministry with Specific Elements

Seton Academy
3222 Canal St
New Orleans, LA 70119
Sr Julie Cutter
(504) 827-1370

Retreats — Students Only

Knoxville Catholic HS
1610 E Magnolia Ave
Knoxville, TN 37917
Rev Perkin
(615) 525-0262

St Xavier HS
1609 Poplar Level
Louisville, KY 40217
Br Pierre McCormack
(502) 637-4712

Covington Catholic HS
1600 Dixie Highway
Covington, KY 41011
Rev Greg Schuler
(606) 431-5351

Archbishop Blenk HS
17 Gretna Blvd
Gretna, LA 70053
David Pooley
(504) 367-2626

De La Salle Catholic HS
5300 St Charles Ave
New Orleans, LA 70115
Br Robert Gandosa
(504) 895-5717

St Scholastica Academy
PO Box 1210
Covington, LA 70434
Mary Prejiant
(504) 892-2540

Sacred Heart HS
114 Trojan Lane
Ville Platte, LA 70586
Gertie Mayeux
(318) 363-1475

Redemtorist Senior HS
5300 Wildwood Parkway
Baton Rouge, LA 70805
Thelma Rizan
(504) 357-0936

Retreats — Students and Others

Covington Catholic HS
1600 Dixie Highway
Covington, KY 41011
Rev Greg Schuler
(606) 431-5351

St Charles HS
100 Dominican Dr
Laplace, LA 70068
James Michalik
(504) 652-3809

Liturgy and Sacraments

St John Vianney Prep Schl
3801 Monroe St
New Orleans, LA 70118
Rev Rodney Bourg
(504) 486-6289

Service Programs — Students Only

Bishop Bryne HS
1475 E Shelby Dr
Memphis, TN 38116
Sr Mary Jude Cecil
(901) 346-3060

Bishop Brossart HS
Jeffeson & Grove
Alexandria, KY 41001
Sr Rita
(606) 635-2102

Ascension Catholic HS
311 St Vincent St
Donaldsonville, LA 70346
Betty Russell
(504) 473-2660

Service Programs — Students and Others

Edward D White HS
555 Cardinal Dr
Thibodaux, LA 70301
Br John Hotstream
(504) 446-8486

Mt Carmel HS
109 Bridge St
New Iberia, LA 70560
Mrs Patrick Daugherty
(318) 364-2629

Kudos

Bishop Byrne HS
1475 E Shelby Dr
Memphis, TN 38116
Rev Bruce Cinguegrani
(901) 346-3060

St Vincent[illegible] Academy HS
207 E Liberty St
Savannah, GA 31401
Sr Angela Schrader
(912) 236-5508

St Thomas Aquinas HS
PO Box 8156
Fort Lauderdale, FL 33310
Rev Yates Harris
(305) 581-0700

PARENTS

School Board

Father Lopez HS
960 Madison Ave
Daytona Beach, FL 32015
Judy Cook
(904) 672-3594

St Joseph HS
PO Box 576
Jeanerette, LA 70544
Jerry Albert
(318) 276-3839

Parental Involvement In School Life

Edward D White HS
555 Cardinal Dr
Thibodaux, LA 70301
Br Paul Montero
(504) 446-8486

DEVELOPMENT

Parish Involvement through Student Service

St Thomas Aquinas HS
PO Box 8156
Fort Lauderdale, FL 33310
Sr John Norton
(305) 581-0700

Model Development Programs

Madonna HS
Weirton Hgts
Weirton, WV 26062
Rich Evans
(304) 723-0545

Cardinal Gibbons HS
2401 Western Blvd
Raleigh, NC 27606
Bev Norwood
(919) 834-7004

Father Lopez HS
960 Madison Ave
Daytona Beach, FL 32015
Bill McCabe
(904) 253-5213

St Xavier HS
1609 Poplar Level
Louisville, KY 40217
Tony Santamassino
(502) 637-4712

Edward D White HS
555 Cardinal Dr
Thibodaux, LA 70301
Marty Edleisen
(504) 446-8486

Ascension Catholic HS
311 St Vincent St
Donaldsonville, LA 70346
Paul Taranto
(504) 473-6568

Public Relations

St Joseph HS
PO Box 576
Jeanerette, LA 70544
Carolyn Brown
(318) 276-3615

FINANCES

Fund Raising — Generic

Christopher Columbus HS
3000 SW 87th Ave
Miami, FL 33165
Br Kevin
(305) 223-1951

Brother Martin HS
4401 Elysian Fields Ave
New Orleans, LA 70122
Br Jean Sobert
(504) 283-1561

Fund Raising by Two or More Groups/Cooperative Effort

Academy Villa Madonna HS
2500 Amsterdam Road
Covington, KY 41016
Sr Joseph Marie
(606) 331-6333

RELIGION

Religion Curriculum — Generic

Madonna HS
Weirton Hgts
Weirton, WV 26062
Jeff Smay
(304) 723-0545

Immaculate Conception HS
1725 Central Ave
Memphis, TN 38104
Sr M Jeannine
(901) 276-6341

Sacred Heart Academy HS Dept
3175 Lexington Rd
Louisville, KY 40206
Sr Jean Anne Zappa
(502) 897-1811

Notre Dame Academy
Hilton Dr
Covington, KY 41011
Sr M Sabastien
(606) 261-4300

St Mary HS
PO Box 7608, 1243 Elmdale Rd
Paducah, KY 42001
Rev Carroll Wheatly
(502) 442-1681

Ascension Catholic HS
311 St Vincent St
Donaldsonville, LA 70346
Ann Schneller
(504) 473-9227

Teurlings Catholic HS
139 Teurlings Dr
Lafayette, LA 70501
Rev Joe Brennan
(318) 235-5711

St Edmund HS
351 W Magnolia
Eunice, LA 70535
Rev Jody Simoneaux
(318) 457-5285

St Joseph HS
PO Box 576
Jeanerette, LA 70544
Richard Edelen
(318) 276-3615

Subiaco Academy
100 College Ave
Subiaco, AR 72865
Rev Benno Schluterman
(501) 934-4292

Religion Curriculum — Specific Courses

St Francis De Sales HS
375 Birch St
Morgantown, WV 26505
Mark Citro
(304) 599-1559

Catholic HS of Pensacola
3043 W Scott St
Pensacola, FL 32505
Kathy Chadwick
(813) 434-5325

St Joseph HS
700 Golf St
Greenville, MS 38701
Rev Tom Lalor
(601) 378-9711

Academy of Our Lady of Mercy
1176 E Broadway
Louisville, KY 40204
Leslie Scally
(502) 584-4273

Mt Carmel HS
109 Bridge St
New Iberia, LA 70560
Sr Beth Fitzpatrick
(318) 364-2629

St Louis HS
1620 Bank St
Lake Charles, LA 70601
Rev Ron Groschen
(318) 436-7275

Peace and Justice Issues

Cardinal Gibbons HS
2401 Western Blvd
Raleigh, NC 27606
Sr Regina Haney
(919) 821-0350

Xavier University Preparatory
5116 Magazine St
New Orleans, LA 70115
Sr Denise Bellaud
(504) 899-6061

WEST/FAR WEST

ADMINISTRATION

Mission Statement/Goals/Philosophy

Presentation HS
2350 Turk St
San Francisco, CA 94118
Annette Anton
(415) 387-4720

Forest Ridge: A Sacred Heart Schl
4800-139th Ave SE
Bellevue, WA 98006
Sr Kit Collins
(617) 244-9260

Long Range Planning

La Salle HS
3880 E Sierra Madre Blvd
Pasadena, CA 91107
Br Christopher Bassen
(213) 351-8951

Financial Management

Nolan HS
4501 Bridge St
Fort Worth, TX 76103
Principal
(817) 457-2920

Institutional Change in Curriculum/Philosophy

Marian Christian HS
11101 S Gessner
Houston, TX 77071
Donald W Hogan
(713) 522-7911

Physical Plant

Notre Dame HS
2821 Lansing Blvd
Wichita Falls, TX 76309
Wendall Carroll
(817) 692-6041

La Reina HS
106 W Janss Rd
Thousand Oaks, CA 91360
Eileen Debruno
(805) 495-6494

Woodside Priory Schl
302 Portola Rd
Portola Valley, CA 94025
John Hotferd
(415) 851-8220

Other Administrative Successes

Alverno HS
200 N Michillinda Ave
Sierra Madre, CA 91024
Elizabeth Broome
(818) 355-3463

Sacred Heart Academy HS
429 N 8th St
Klamath Falls, OR 97601
Rev Ed McDermot
(415) 666-6226

Loretto Academy HS De
1300 Hardaway
El Paso, TX 79903
Sr Jude Schwartz
(915) 566-9372

Chaminade HS
7500 Chaminade Ave
Canoga Park, CA 91304
Br William McCall
(213) 360-4211

Sacred Heart College HS
1075 Ellis St
San Francisco, CA 94109
L Meyer
(415) 775-6626

Convent of the Sacred Heart HS
2222 Broadway
San Francisco, CA 94115
Doug Grant
(415) 563-2900

Moreau HS
27170 Mission Blvd
Hayward, CA 94544
Principal
(415) 582-5851

FACULTY

High Morale of Faculty/Staff

Thomas K Gorman
1405 E Loop 323
Tyler, TX 75701

St Augustine HS
1300 Galveston
Laredo, TX 78040
Sr Alma Rose
(512) 724-8131

Marycrest HS
5320 Fedral Blvd
Denver, CO 80221
Sr Lona Thorson
(303) 455-1166

La Reina HS
106 W Janss Rd
Thousand Oaks, CA 91360
Sr Lisa Megaffin
(805) 495-6494

Presentation HS
2350 Turk St
San Francisco, CA 94118
Sr Helena McBride
(415) 387-4720

Star of the Sea Academy
350 Ninth Ave
San Francisco, CA 94118
Sr S Breden
(415) 752-6024

St Joseph's Notre Dame HS
1011 Chestnut St
Alameda, CA 94501
Clare Hanna
(415) 523-1526

St Francis HS
2707 Pamoa Rd
Honolulu, HI 96822
Br Edward Gomez
(808) 734-1904

La Salle HS
11999 SE Fuller Rd
Milwaukie, OR 97220
Sr Charlene Hemrynx
(503) 659-4155

Low Turnover of Faculty

Regis HS
550 W Regis-PO Box 65
Stayton, OR 97383
Bill Hankel
(503) 769-2159

Spiritual In-Service Training

La Salle HS
11999 SE Fuller Rd
Milwaukie, OR 97222
Br Tom Wisting
(503) 659-4155

Forest Ridge: A Sacred Heart Schl
4800-139th Ave SE
Bellevue, WA 98006
Sr Sandra Theunick
(206) 641-0700

Evaluation of Faculty/Staff

Jesuit HS
PO Box 254647
Sacramento, CA 95865
Rev James Flynn
(916) 482-6060

Other Faculty Achievements

Nolan HS
4501 Bridge St
Fort Worth, TX 76103
Principal
(817) 457-2920

STUDENTS

Diversity of Race, Cultures and Traditions

Father Yermo HS
250 Washington St
El Paso, TX 79905
Sr Maria Jesus
(214) 533-3185

St Joseph's HS
1119 Lafayette St
Alameda, CA 94501
Anthony V Aiello
(415) 523-5283

Notre Dame HS
596 S 2nd St
San Jose, CA 95112
Sr Virginia
(408) 294-1113

Student Activities, Unspecified or Other

De Sales HS
919 E Sumach St
Walla Walla, WA 99362
Mrs Fudr
(509) 525-3030

Xavier HS
4710 N 5th St
Phoenix, AZ 85012
Michael Klien
(602) 264-5291

Garces Memorial HS
2800 Loma Linda Dr
Bakersfield, CA 93305
Rev John Griesbach
(805) 327-5427

Enhancement of Student Self-Image

St Johns HS
701 S Paris St
Ennis, TX 75119
Sr Janez Schonfeld
(214) 875-2226

Discipline as a Learning Tool

St Johns HS
701 S Paris St
Ennis, TX 75119
Sr Janez Schonfeld
(214) 875-2226

Judge Memorial HS
650 S 11th East St
Salt Lake City, UT 84102
Timothy Carr
(801) 363-8895

Seton HS
1150 N Dobson Road
Chandler, AZ 85224
Br Timothy
(602) 963-1900

Notre Dame HS
7085 Brockton Ave
Riverside, CA 92506
Tom Heding
(714) 684-8500

Paraclete HS
42145 N 30th St W
Lancaster, CA 93534
Mike McGuire
(805) 943-3255

Notre Dame HS
455 Palma Dr
Salinas, CA 93901
Nina Russe-Taylor
(408) 757-5214

Maryknoll HS
1402 Punahou St
Honolulu, HI 96822
Jeffrey Jones
(808) 944-1577

Regis HS
550 W Regis-PO Box 65
Stayton, OR 97383
Hal Rickman
(503) 769-2159

Recruitment Techniques

St Scholastica Academy
615 Pike
Canon City, CO 81212
Sr Kathleen
(303) 275-7461

Jesuit HS
PO Box 254647
Sacramento, CA 95865
Tim Warren
(916) 482-6060

High Percentage Post High School Education

St Johns HS
701 S Paris St
Ennis, TX 75119
Sr Janey Schonteld
(214) 875-2226

St Scholastica Academy
615 Pike
Canon City, CO 81212
Sr Karen Bland
(303) 275-7461

Servite HS
1952 La Palma Ave W
Anaheim, CA 92801
Robert Cotton
(714) 774-7575

Garces Memorial HS
2800 Loma Linda Dr
Bakersfield, CA 93305
John Ritter
(805) 327-2578

Large Number in Co-Curriculum Programs

St Pius X HS
2240 Louisanna Blvd NE
Albuquerque, NM 87110
Principal
(505) 883-6870

La Reina HS
106 W Janss Rd
Thousand Oaks, CA 91360
Cathy Mohr
(805) 495-6494

Rosary HS
1340 N Acacia Ave
Fullerton, CA 92631
Sr Madeline Hall
(714) 879-6302

Servite HS
1952 La Palma Ave W
Anaheim, CA 92801
Rev Charles Motsko
(714) 774-7575

St Francis HS
1885 Miramonte Ave
Mountain View, CA 94040
Angela Aguire
(415) 968-1461

John F Kennedy Memorial HS
140 S 140th
Seattle, WA 98168
Rev Mike Batterberry
(206) 246-0500

De Sales HS
919 E Sumach St
Walla Walla, WA 99362
All Coaches
(509) 525-3030

High Percentage Low-Income Students

Cathedral HS
1253 Stadium Way
Los Angeles, CA 90012
Rev James Meegan
(213) 225-1538

St Mary's Academy of Los Angeles
701 Grace Ave
Inglewood, CA 90301
Sr Dennis M McFadden
(213) 674-8470

Archbishop Mitty HS
5000 Mitty Ave
San Jose, CA 95129
Br Paul Merland
(408) 252-6610

CURRICULUM

Academic Excellence in General

Central Catholic HS
3 Broadwater Ave
Billings, MT 59101
Ramena Stout
(406) 245-6651

Seton Catholic HS
2417 Central Ave
Cheyenne, WY 82001
Michael A Morgan
(307) 634-3805

Woodside Priory Schl
302 Portola Rd
Portola Valley, CA 94025
Rev Christopher Senk
(415) 851-8220

Immaculate Conception Academy
3625 24th St
San Francisco, CA 94110
Sue Hayes
(415) 824-2052

Forest Ridge: A Sacred Heart Schl
4800-139th Ave SE
Bellevue, WA 98006
Sr Marilyn McMorrow
(206) 641-0700

Academic Excellence Naming Specific Techniques

Cathedral HS
1117 N Stanton
El Paso, TX 79902
Manuel X Aguilar
(915) 532-3238

Judge Memorial HS
650 S 11th East St
Salt Lake City, UT 84102
James Yerkovich
(801) 363-8895

St Pius X HS
2240 Louisiana Blvd NE
Albuquerque, NM 87110
Principal
(505) 803-6870

St Augustine HS
3266 Nutmeg St
San Diego, CA 92104
Ned Wilson
(619) 282-2184

Palma Jr-Sr HS
935 Iverson St
Salinas, CA 93901
Br Cannon
(408) 422-2076

Science and/or Mathematics Model Program

St Paul HS
PO Box 725
Shiner, TX 77984
Nancy Littlefield
(512) 594-2313

Loretto Academy HS DE
1300 Hardaway
El Paso, TX 79903
Margaret Jackson
(915) 566-9372

Mullen HS
3601 S Lowell Blvd
Denver, CO 80236
Dave Opsahl
(303) 761-1764

Sacred Heart College HS
1075 Ellis St
San Francisco, CA 94109
D Harrington
(415) 775-6626

Central Catholic HS
PO Box 4878
Modesto, CA 95352
Chris Wilde
(209) 524-9611

Writing/English Skills Model Program

Jesuit College Preparatory
12345 Inwood Rd
Dallas, TX 75234
Ann Brockette
(214) 387-8707

St Augustine HS
1300 Galveston
Laredo, TX 78040
Nancy Wright
(512) 724-8131

Father Yermo HS
250 Washington St
El Paso, TX 79905
Sr Maria Munguia
(915) 533-3185

Cathedral HS
1253 Stadium Way
Los Angeles, CA 90012
Angela Morran
(213) 225-2438

St Mary's Academy of Los Angeles
701 Grace Ave
Inglewood, CA 90301
Joan Brosovic
(213) 674-8470

Alemany HS
15241 Rinaldi St
Mission Hills, CA 91345
Edwina Lynch
(213) 365-3925

Notre Dame HS
7085 Brockton Ave
Riverside, CA 92506
Lynda McClain
(714) 684-8500

St Elizabeth HS
1530 34th Ave
Oakland, CA 94601
Claire Moringer
(415) 532-8947

Archbishop Mitty HS
5000 Mitty Ave
San Jose, CA 95129
Karen Demonner
(408) 252-6610

Computer Education/Literacy Model Program

Ursuline Academy HS Dept
4900 Walnut Hill Lane
Dallas, TX 75229
Susan Bauer
(214) 363-6551

St Agnes Academy
9000 Bellaire Blvd
Houston, TX 77036
Sarah Roush
(713) 771-8392

Brophy College Prep Schl
4701 N Central Ave
Phoenix, AZ 85012
Paul Micheletter
(602) 264-5291

Pater Noster HS
2911 San Fernando Rd
Los Angeles, CA 90065
Br James
(213) 254-2576

Marymount HS
10643 Sunset Blvd
Los Angeles, CA 90077
Georgette Silva
(213) 472-1205

St Anthony HS
PO Box 1187
Long Beach, CA 90801
Br Joseph
(213) 435-4496

St Elizabeth HS
1530 34th Ave
Oakland, CA 94601
Barbara Egan
(415) 532-8947

St Mary's HS
PO Box 7247
Stockton, CA 95207
Rev John Foley
(209) 957-3340

Guidance Model Program

Central Catholic HS
3 Broadwater Ave
Billings, MT 59101
Sr Valerie McGeaugh
(406) 245-6651

Pater Noster HS
2911 San Fernando Rd
Los Angeles, CA 90065
Dr Franklin
(213) 254-2576

St Anthony HS
PO Box 1187
Long Beach, CA 90801
Sr Colette Walter
(213) 435-4496

Notre Dame HS
455 Palma Dr
Salinas, CA 93901
Ann Weber
(408) 757-5214

Ursuline HS
90 Ursuline Rd
Santa Rosa, CA 95401
Cyndi Niendorf
(707) 542-2381

La Salle HS
11999 SE Fuller Rd
Milwaukie, OR 97222
George Stein
(503) 657-4155

Bellarmine Preparatory
2300 S Washington St
Tacoma, WA 98405
Sr Joyce Cox
(206) 752-7701

Chemical Dependency — Individual or Group Model Program

Butte Central HS
Idaho St at Park
Butte, MT 59702
Sr Madelon Burns
(406) 782-6761

Brophy College Prep Schl
4701 N Central Ave
Phoenix, AZ 85012
Fred Campissow
(602) 264-5291

Aquinas HS
2772 Sterling Ave
San Bernardino, CA 92404
Rev Dennis Sanders
(714) 886-4659

Gifted/Talented/College Preparatory Model Program

Judge Memorial HS
650 S 11th East St
Salt Lake City, UT 84102
James Yerkovich
(801) 363-8895

Salpointe HS
1545 E Copper St
Tucson, AZ 85709
Rev Frank McCarthy
(602) 327-6581

Bishop Mora Salesian HS
960 S Soto
Los Angeles, CA 90023
Rev Frank Vranjos
(213) 261-7124

Aquinas HS
2772 Sterling Ave
San Bernardino, CA 92404
Rev Robert Donat
(714) 886-4659

Notre Dame HS
7085 Brockton Ave
Riverside, CA 92506
Jim Himelhock
(714) 684-8500

St Joseph's Notre Dame HS
1011 Chestnut St
Alameda, CA 94501
Clare Hanna
(415) 523-1526

Notre Dame HS
596 S 2nd St
San Jose, CA 95112
Sr Mary Collins
(408) 294-1113

Other Specific Model Programs Including Fine Arts

Reicher Catholic HS
23rd & Windsor Ave
Waco, TX 76708
Sr Fran Maher
(817) 752-8349

Alverno HS
200 N Michillinda Ave
Sierra Madre, CA 91024
Carol Laderer
(818) 355-3463

Don Bosco Technical HS
1151 San Gabriel Blvd
Rosemead, CA 91770
R M Rinar
(213) 280-0451

Notre Dame HS
455 Palma Dr
Salinas, CA 93901
Margaret Weadock
(408) 757-5214

Moreau HS
27170 Mission Blvd
Hayward, CA 94544
Principal
(415) 582-5851

Moreau HS
27170 Mission Blvd
Hayward, CA 94544
Principal
(415) 582-5851

Archbishop Mitty HS
5000 Mitty Ave
San Jose, CA 95129
Br Steve Johnson
(408) 252-6610

St Placid HS
4600 Martin Way
Olympia, WA 98506
Kathy Indiovina
(206) 491-5390

Jesuit College Preparatory
12345 Inwood Rd
Dallas, TX 75234
Charles Rothermol
(214) 387-8707

Jesuit College Preparatory Schl
8900 Bellaire
Houston, TX 77036
Jim Gilbert
(713) 774-7651

St Agnes Academy
9000 Bellaire Blvd
Houston, TX 77036
Art Buckley
(713) 771-8392

Marian Christian HS
11101 S Gessner
Houston, TX 77071
Nancy Shermann
(713) 772-3525

St Augustine HS
1300 Galveston
Laredo, TX 78040
Deborah Vetter
(512) 724-8131

Loretto Academy HS DE
1300 Hardaway
El Paso, TX 79903
Patricia Rasura
(915) 566-9372

Mullen HS
3601 S Lowell Blvd
Denver, CO 80236
Mike Thomas
(303) 761-1764

St Mary's Academy of Los Angeles
701 Grace Ave
Inglewood, CA 90301
Sr Nancy Munro
(213) 674-8470

St John Bosco HS
13640 S Bellflower Blvd
Bellflower, CA 90706
Bill Yurak
(213) 920-1734

Alverno HS
200 N Michillinda Ave
Sierra Madre, CA 91024
Mary McCullough
(818) 355-3463

Alemany HS
15241 Rinaldi St
Mission Hills, CA 91345
Vivian Johnston
(213) 365-3925

Sacred Heart College HS
1075 Ellis St
San Francisco, CA 94109
Miss Bauer
(415) 775-6626

St Mary's HS
PO Box 7247
Stockton, CA 95207
Mary Devincenzi
(209) 957-3340

St Mary of the Valley Academy
4440 SW 148th Ave
Beaverton, OR 97007
Sr Marcella Parish
(503) 644-3745

St Mary's Academy
1615 SW 5th Ave
Portland, OR 97201
Sr Rita Carey
(503) 228-8306

John F Kennedy Memorial HS
140 S 140th
Seattle, WA 98168
Joanne Bubacz
(206) 246-0500

St Placid HS
4600 Martin Way
Olympia, WA 98506
Sr Monika Ellis
(206) 491-5390

De Sales HS
919 E Sumach St
Walla Walla, WA 99362
Mary Beilke
(509) 525-3030

SPIRITUAL CLIMATE

Christian Community Involving Students/Parents/Teachers

Thomas K Gorman
1405 E Loop 323
Tyler, TX 75701
Rev William T O'Mara
(214) 561-2424

Nolan HS
4501 Bridge St
Fort Worth, TX 76103
Principal
(817) 457-2920

Reicher Catholic HS
23rd & Windsor Ave
Waco, TX 76708
Rev Mike Mulvey
(817) 952-7349

Marian Christian HS
11101 S Gessner
Houston, TX 77071
Br J Nicholas Grahmann
(713) 772-3525

Father Yermo HS
250 Washington St
El Paso, TX 79905
Sr Maria Munguia
(915) 533-3185

Marycrest HS
5320 Fedral Blvd
Denver, CO 80221
Rev Ben Colucci
(303) 455-1166

St Scholastica Academy
615 Pike
Canon City, CO 81212
Sr Karen Bland
(303) 275-7461

Seton Catholic HS
2417 Central Ave
Cheyenne, WY 82001
Michael A Morgan
(307) 634-3805

St Catherines Indian Sch HS Department
PO Box 1883
Santa Fe, NM 87501
Rev Chris Kerr
(505) 982-1675

Cathedral HS
1253 Stadium Way
Los Angeles, CA 90012
James Meegan
(213) 225-2438

St John Bosco HS
13640 S Bellflower Blvd
Bellflower, CA 90706
Bill Goodman
(213) 920-1734

La Salle HS
3880 E Sierra Madre Blvd
Pasadena, CA 91107
Br Christopher Bassen
(213) 351-8951

St Augustine HS
3266 Nutmeg St
San Diego, CA 92104
Rev Pejza
(619) 282-2184

Paraclete HS
42145 N 30th St W
Lancaster, CA 93534
Cleo Martinez
(805) 943-3255

Woodside Priory Schl
302 Portola Rd
Portola Valley, CA 94025
Rev Simon O'Donnell
(415) 851-8220

Immaculate Conception Academy
3625 24th St
San Francisco, CA 94110
John Martin
(415) 824-2052

Presentation HS
2350 Turk St
San Francisco, CA 94118
Sr Helene McBride
(415) 387-4720

Notre Dame HS
596 S 2nd St
San Jose, CA 95112
Alice O'Brien
(408) 294-1113

St Francis HS
6051 M St
Sacramento, CA 95819
Sr Catherine
(916) 452-3461

Maryknoll HS
1402 Punahou St
Honolulu, HI 96822
Jared Kaufmann
(808) 944-1577

St Mary's Academy
1615 SW 5th Ave
Portland, OR 97201
Connie Van Dusen
(503) 228-8306

Sacred Heart Academy HS
429 N 8th St
Klamath Falls, OR 97601
Sr Marie Monica
(503) 884-7545

St Placid HS
4600 Martin Way
Olympia, WA 98506
Sr Marie McDonald
(206) 491-5390

Campus Ministry — Generic

Mullen HS
3601 S Lowell Blvd
Denver, CO 80236
Mike Sharbel
(303) 761-1764

Xavier HS
4710 N 5th St
Phoenix, AZ 85012
Rev Neil Draves-Arpaia
(602) 277-3772

La Salle HS
3880 E Sierra Madre Blvd
Pasadena, CA 91107
Br Timothy Naywarld
(213) 357-8957

Alemany HS
15241 Rinaldi St
Mission Hills, CA 91345
Sr Elizabeth Anne Sheeley
(213) 365-3925

St Augustine HS
3266 Nutmeg St
San Diego, CA 92104
Rev Kine
(619) 282-2184

Palma Jr-Sr HS
935 Iverson St
Salinas, CA 93901
Br Fitzsimmons
(408) 422-6391

St Francis HS
1885 Miramonte Ave
Mountain View, CA 94040
Sr Katherine Kase
(415) 968-1213

Marin Catholic HS
675 Sir Francis Drake Blvd
Kentfield, CA 94904
Rev John C Wester
(415) 461-8844

Campus Ministry with Specific Elements

Chaminade HS
7500 Chaminade Ave
Canoga Park, CA 91304
Rev Allen De Lang
(213) 347-5657

Rosary HS
1340 N Acacia Ave
Fullerton, CA 92631
Trudy Mazzorella
(714) 879-6302

St Elizabeth HS
1530 34th Ave
Oakland, CA 94601
Sr Kathy Rose
(415) 532-8947

Jesuit HS
9000 SW Beaverton-Hillsdale HW
Portland, OR 97225
Rev John Schwartz
(503) 292-2663

John F Kennedy Memorial HS
140 S 140th
Seattle, WA 98168
Rev Dennis Kemp
(206) 246-0500

Retreats — Students Only

Ursuline Academy HS Dept
4900 Walnut Hill Lane
Dallas, TX 75229
Sr Peggy Busby
(214) 363-6551

Jesuit College Preparatory Schl
8900 Bellaire
Houston, TX 77036
Tom Jenniskens
(713) 774-7651

Brophy College Prep Schl
4701 N Central Ave
Phoenix, AZ 85012
Rev Growney
(602) 264-5291

Salpointe HS
1545 E Copper St
Tucson, AZ 85709
Rev Bill Harry
(602) 327-6581

Don Bosco Technical HS
1151 San Gabriel Blvd
Rosemead CA 91770
Pat Hanps
(818) 280-0417

Marin Catholic HS
675 Sir Francis Drake Blvd
Kenttield, CA 94904
Sr Rosemary Everett
(415) 461-8844

Ursuline HS
90 Ursuline Rd
Santa Rosa, CA 95401
Robert Randall
(707) 542-2381

St Francis HS
2707 Pamoa Rd
Honolulu, HI 96822
Sr Joan of Arc
(808) 988-4111

St Mary of the Valley Academy
4440 SW 148th Ave
Beaverton, OR 97007
Sr Catherine Hertel
(503) 644-3745

Retreats — Students and Others

St Agnes Academy
9000 Bellaire Blvd
Houston, TX 77036
Della Robertson
(713) 771-8392

Marycrest HS
5320 Fedral Blvd
Denver, CO 80221
Sr Gloria Shuffer
(303) 455-1166

St Francis HS
6051 M St
Sacramento, CA 95819
Rick Norman
(916) 452-3461

Liturgy and Sacraments

Seton Catholic HS
2417 Central Ave
Cheyenne, WY 82001
Michael A Morgan
(307) 634-3805

Service Programs — Students Only

Bishop Lynch HS
9750 Ferguson Rd
Dallas, TX 75228
S Selina Stanaway
(214) 234-3607

Jesuit College Preparatory
12345 Inwood Rd
Dallas, TX 75234
Rev Vince Malatesta
(214) 387-8707

Jesuit College Preparatory Schl
8900 Bellaire
Houston, TX 77036
Richard Nevle
(713) 774-7651

St Pius X HS
2240 Louisanna Blvd NE
Albuquerque, NM 87110
Sr Linda Chaseg
(505) 883-6870

Marymount HS
10643 Sunset Blvd
Los Angeles, CA 90077
Janice Daurio
(213) 472-1205

St Anthony HS
PO Box 1187
Long Beach, CA 90801
Rev Al Scott
(213) 435-4496

St Mary's HS
PO Box 7247
Stockton, CA 95207
Sr Benet
(209) 957-3340

Service Programs — Students and Others

Butte Central HS
Idaho St at Park
Butte, MT 59701
Sr Noreen Walter
(406) 782-6761

St Thomas HS
4500 Memorial Dr
Houston, TX 77007
Thomas Bonnell
(713) 864-6348

Ursuline HS
90 Ursuline Rd
Santa Rosa, CA 95401
Carol August
(707) 542-2381

Maryknoll HS
1402 Punahou St
Honolulu, HI 96822
Ted Stepp
(808) 944-1577

Bellarmine Preparatory
2300 S Washington St
Tacoma, WA 98405
Sr Joyce Cox
(206) 572-7701

Kudos

Convent of the Sacred Heart HS
2222 Broadway
San Francisco, CA 94115
William Devine
(415) 563-2900

Butte Central HS
Idaho St at Park
Butte, MT 59701
Sr Mary Pat Lenalian
(406) 782-6761

St Catherines Indian Schl HS Dept
PO Box 1883
Santa Fe, NM 87501
Sr Patrick Marie Dempsey
(505) 982-1889

PARENTS

Learning Programs for Parents

Bishop Mora Salesian HS
960 S Soto
Los Angeles, CA 90023
Rev Jesse Montes
(213) 261-7124

Chaminade HS
7500 Chaminade Ave
Canoga Park, CA 91304
David Reeves
(213) 347-8300

School Board

Xavier HS
4710 N 5th St
Phoenix, AZ 85012
Thomas Gleason
(602) 964-9393

Jesuit HS
PO Box 254647
Sacramento, CA 95865
Rev Dan Sullivan
(916) 482-6060

Parental Involvement In School Life

Reicher Catholic HS
23rd & Windsor Ave
Waco, TX 76708
Pat Hutyra
(817) 756-7231

St Paul HS
PO Box 725
Shiner, TX 77984
Allen Ondrusek
(512) 594-2207

Cathedral HS
1117 N Stanton
El Paso, TX 79902
Manuel X Aguilar
(915) 532-3238

Seton HS
1150 N Dobson Road
Chandler, AZ 85224
Br Timothy
(602) 963-1900

St John Bosco HS
13640 S Bellflower Blvd
Bellflower, CA 90706
Mrs Bill Zalz
(213) 920-1734

Servite HS
1952 La Palma Ave W
Anaheim, CA 92801
John Law
(714) 774-7575

Garces Memorial HS
2800 Loma Linda Dr
Bakersfield, CA 93305
Rich Tucker
(805) 327-2578

St Joseph's Notre Dame HS
1011 Chestnut St
Alameda, CA 94501
Clare Har
(415) 523-[illegible]526

St Francis HS
2707 Pamoa Rd
Honolulu, HI 96822
Sr Michele McQueeney
(808) 988-4111

Bellarmine Preparatory
2300 S Washington St
Tacoma, WA 98405
Sr Joyce Cox
(206) 752-7701

DEVELOPMENT

Alumnae/i Programs

Cathedral HS
1117 N Stanton
El Paso, TX 79902
Manuel X Aguilar
(915) 532-3238

Endowment

Notre Dame HS
2821 Lansing Blvd
Wichita Falls, TX 76309
Rosemary Harman
(817) 692-6041

Star of the Sea Academy
350 Ninth Ave
San Francisco, CA 94118
Gracie Allen
(415) 752-6024

Academy of the Sacred Heart
3750 Lancaster Dr NE
Salem, OR 97305
Wayne Lago
(503) 581-4016

Marist HS
1900 Kingsley St
Eugene, OR 97401
Bill Richards
(503) 686-2234

Model Development Programs

Ursuline Academy HS Dept
4900 Walnut Hill Lane
Dallas, TX 75229
Bob Schmitz
(214) 363-6551

St Thomas HS
4500 Memorial Dr
Houston, TX 77007
Larry Gillespie
(713) 864-6766

Marymount HS
10643 Sunset Blvd
Los Angeles, CA 90077
Sharon Debriere
(213) 472-1205

St Francis HS
1885 Miramonte Ave
Mountain View, CA 94040
Angelo Aguiar
(415) 968-1466

Marian Catholic HS
675 Sir Francis Drake Blvd
Kentfield, CA 94904
William Isette
(415) 461-8844

Academy of the Sacred Heart
3750 Lancaster Dr NE
Salem, OR 97305
Betty Stanley
(503) 364-9564

Sacred Heart Academy HS
429 N 8th St
Klamath Falls, OR 97601
Peter Sukalac
(503) 378-7026

Public Relations

St Francis HS
6051 M St
Sacramento, CA 95819
Sr Catherine
(916) 452-3461

St Mary of the Valley Academy
4440 SW 148th Ave
Beaverton, OR 97007
Sr Sara
(503) 644-3745

St Mary's Academy
1615 SW 5th Ave
Portland, OR 97201
Sr Mary Burke
(503) 228-8306

FINANCES

Negotiated Tuition

Salpointe HS
1545 E Copper St
Tucson, AZ 85709
John Bach
(602) 327-6581

Financial Stabilization

St. Joseph's HS
1119 Lafayette St
Alameda, CA 94501
Anthony V Aiello
(415) 523-5283

Fund Raising — Generic

Bishop Mora Salesian HS
960 S Soto
Los Angeles, CA 90023
Ralph J Murphy
(213) 261-7124

Paraclete HS
42145 N 30th St W
Lancaster, CA 93534
Cleo Martinez
(805) 943-3255

Central Catholic HS
PO Box 4878
Modesto, CA 95352
Peggy Crowther
(209) 524-6818

Fund Raising by Single Group/from Single Source

Marist HS
1900 Kingsley St
Eugene, OR 97401
Bill Richards
(503) 686-2234

Fund Raising by Two or More Groups/Cooperative Effort

Immaculate Conception Academy
3625 24th St
San Francisco, CA 94110
Sr Georgette
(415) 824-2052

Regis HS
550 W Regis-PO Box 65
Stayton, OR 97383
Joan Carney
(503) 769-3815

RELIGION

Religion Curriculum — Generic

Central Catholic HS
3 Broadwater Ave
Billings, MT 59101
Rev Bill Cawley
(406) 245-6651

Thomas K Gorman
1405 E Loop 323
Tyler, TX 75701
Ken Calighlin
(214) 561-2424

Don Bosco Technical HS
1151 San Gabriel Blvd
Rosemead, CA 91770
Rev Wick Reina
(818) 280-0451

Palma Jr-Sr HS
935 Iverson St
Salinas, CA 93901
Victor Suarez
(408) 422-6391

St Joseph's HS
1119 Lafayette St
Alameda, CA 94501
Anthony V Aiello
(415) 523-5283

Central Catholic HS
PO Box 4878
Modesto, CA 95352
Sr Patrice McGee
(209) 524-9611

Academy of the Sacred Heart
3750 Lancaster Dr NE
Salem, OR 97305
Sr Barbara Raymond
(503) 581-4016

Religion Curriculum — Specific Courses

St Thomas HS
4500 Memorial Dr
Houston, TX 77007
Rose Schick
(713) 864-6348

Pater Noster HS
2911 San Fernando Rd
Los Angeles, CA 90065
Br Philip
(213) 254-2576

Aquinas HS
2772 Sterling Ave
San Bernardino, CA 92404
Sr Kathleen Marsh
(714) 886-4659

Peace and Justice Issues

St Catherines Indian Schl HS Dept
PO Box 1883
Santa Fe, NM 87501
Sr Mary Theresa Chato
(505) 982-1889

Rosary HS
1340 N Acacia Ave
Fullerton, CA 92631
Michaeiuss St Laurent
(714) 879-6302

PUERTO RICO

STUDENTS

Discipline as a Learning Tool

Colegio San Jose HS Dept
PO Box AA
Rio Piedras, PR 00928
Joyce Monerrate
(809) 751-8177

High Percentage Post High School Education

Academia Immaculada Concepcion HS
Box 1749
Mayaguez, PR 00709
Amdlia E Cabanillas
(809) 832-7824

Large Number in Co-Curricular Programs

Academia Immaculada Concepcion HS
Box 1749
Mayaguez, PR 00709
Sr Elena Carrero
(809) 832-7824

High Percentage Low-Income Students

Colegio San Ignacio
23 Calle Sauco Final-Urb St Maria
Rio Piedras, PR 00927
Sr T Garey
(809) 765-3814

CURRICULUM

Computer Education/Literacy Model Program

Academia Immaculada Concepcion HS
Box 1749
Mayaguez, PR 00709
Sr Mary Owen
(809) 833-5411

Other Specific Model Programs Including Fine Arts

St Joseph HS
Box 517 Frederiksted
St Croix, VI 00840
Tim Rohr
(809) 772-0455

SPIRITUAL CLIMATE

Christian Community Involving Students/Parents/Teachers

Academia Maria Reina
Glasgow & Padus College P
Rio Piedras, PR 00921
Ada Zubryscki
(809) 764-0690

Colegio San Ignacio
Calle Sauco Final-Urb St Maria
Rio Piedras, PR 00927
Rev G Chojnacki
(809) 765-3814

Campus Ministry — Generic

Colegio San Jose HS Dept
PO Box AA
Rio Piedras, PR 00928
Rev Paul Fitzpatrick
(809) 751-8177

Service Programs — Students and Others

Academia Maria Reina
Glasgow & Padus College P
Rio Piedras, PR 00921
Martha Lubrador
(809) 764-0690

Colegio San Ignacio
Calle Sauco Final-Urb St Maria
Rio Piedras, PR 00927
Julie Bonnatyne
(809) 765-3814

DEVELOPMENT

Alumnae/i Programs

Colegio San Jose HS Dept
PO Box AA
Rio Piedras, PR 00928
Br Raymond Glemet
(809) 751-8458

RELIGION

Peace and Justice Issues

Academia Maria Reina
Glasgow & Padus College P
Rio Piedras, PR 00921
Sr Teresa De La Cruz
(809) 764-0690

APPENDIX D

Procedures for Obtaining Additional Information

DATA OWNERSHIP

The National Catholic Educational Association holds sole ownership of the data set used in this report.

INFORMATION IN THE PUBLIC DOMAIN

1. The following material is available in the public domain for general use as of the dates specified below:
   a. "A Survey of Catholic Schools" (Preliminary data from the Part I survey), in *Education Week*, April 25, 1984, p. 11.
   b. "Catholic High Schools: A National Portrait," published in *Momentum*, September, 1984.
   c. NCEA Convention presentation by Michael Guerra and Peter Benson, April 24, 1984 (available on audio tape. Contact Eastern Audio Associates, 8980 B, Rack 108, Columbia, MD 21045).
   d. Copies of *The Catholic High School: A National Portrait* are available from the Publication Sales office, National Catholic Educational Association (NCEA), 1077 30th Street N.W., Suite 100, Washington, DC 20007-3852.
   e. The May, 1985, issue of *Momentum* will carry a series of articles about this study.

REQUESTS FOR CITING DATA FROM MATERIAL IN THE PUBLIC DOMAIN

In order that a complete record of data dissemination can be created, all citations and quotations should be requested, in writing, and forwarded to the NCEA Director of Research.

REQUESTS FOR ADDITIONAL DATA (not in the public domain)

1. Any individual pursuing advanced degree work leading to dissertation research and any diocesan agency must submit a written request to the National Catholic Educational Association (NCEA) for permission to use data not already in the public domain, and/or to receive a copy of the data tape. Prior to February 15, 1986, address requests to Robert J. Yeager, Vice President for Development, NCEA. After February 15, 1986, address correspondence to Executive Director, Secondary School Department, NCEA. This request must

specify the data requested and the reason for requesting access to the data. In the case of a student writing a dissertation, the request must also contain a letter of endorsement from the main advisor of the student written on official stationery. Costs associated with processing the requests are the responsibility of the individual or the agency.

2. Any professional researcher or research agency must submit a written request following procedures described in point 1.
3. Ordinarily, special data requests will be limited to those mentioned in number 1 and 2 above. Any other individual or agency desiring access to data not already in the public domain must direct all inquiries to the NCEA, following procedures described in point 1.
4. If access to the master data tape is granted, that tape will not include any information which could be used to identify individual schools. Data tapes will not be available prior to March 1, 1985.